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ABSTRACT

This report was prepared by an internal strategic planning committee of the James White Library at Andrews University, whose primary responsibility is to support instructional, service, and research programs through the acquisition, organization, maintenance, and availability of appropriate library resources. The report serves three purposes: (1) to facilitate internal library management and planning in a comprehensive manner; (2) to serve as the library's self-study document as part of the Andrews University process for reaccreditation by the North Central Association of Colleges and Schools; and (3) to serve as the library portion of the university's strategic planning process, which developed from the accreditation self-study. The document examines and analyzes all library functions using the 1986 Association for College and Research Libraries (ACRL) "Standards for College Libraries" as a guide. Major topics include a new library mission statement with associated goals and objectives; an examination of the library's services and collections; buildings and space planning; computerization of the library; staff development; and bibliographic instruction. Five appendixes provide statistical information about the library; a checklist of the capabilities of an online public access catalog (OPAC); a history of computers in the James White Library; an assessment of the percentage of the library's collection that is in machine readable form; and a detailed look at the space planning of the reference area. (SD)

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JAMES WHITE LIBRARY

ANDREWS UNIVERSITY

SELF-STUDY AND STRATEGIC PLAN

Final Report

Harvey Brenneise, principal author

June 29, 1988
Statistics Revised, March 1989

James White Library

Strategic Planning Committee

IR052908

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PREFACE

None of the members of the Strategic Planning Committee of the James White Library had previously participated in such an activity. Thus it has been, and continues to be, a learning experience for all. Perhaps as important as the actual findings, conclusions and plans for the future is the process itself. The process of planning requires that one survey the entire forest, and not just the individual trees that make up that forest--the everyday problems that most library employees spend much of each day handling. It requires an analysis of the library's mission, and its past, present and projected future activities.

Seeing past trends and making projections into the future are important activities, even if every future projection does not happen exactly as planned. As stated in this document, going partway down the road toward the right goal is better than going a long way down the wrong road. Strategic planning is an ongoing process, which will continue in this library. It is hoped that this document and any later document(s) will prove useful in the planning process of the university, of which James White Library is a part.

March 30, 1988

Members of the Library Strategic Planning Committee:

Marley Soper, Chair
Harvey Brenneise, Primary Author
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Wolfhard Touchard, Secretary
Esther Tyler
Linda Wildman

MAJOR FINDINGS AND CONCLUSIONS OF THIS STUDY

The library's percentage of the university's educational and general cost has declined over the last 15 years--from 10.7% in 1970 to 6.6% in 1987, showing a decreased university priority for the library. It presently is at the lowest acceptable level for a university library, and not only must be stabilized, but should be increased to at least 7%.

In the past, the library has not always received additional funds for collection development when new academic programs were added. In many instances this resulted in decreased spending for existent programs, as well as inadequate collections for the new programs.

Inflation hit the library hard between 1970 and 1988. Book purchasing power decreased dramatically at the same time new academic programs were being added. There has been a steady decrease in the number of books purchased--a trend that must be reversed. Periodical subscriptions increased by almost 1000 to support the extended curriculum. This, along with high inflation in periodical costs, increased the percentage of library materials expenditures devoted to periodicals from about 20% to about 45%. This ratio must be stabilized through adequate budget increases to cover inflationary increases in the cost of both books and periodicals.

The number of library staff decreased between 1970 and 1988, in spite of the growth of the library and the expectations the academic community makes of it. The library did not participate in the growth of the university staff in the 1970s. It will not be possible to make further cuts in library staff without making significant and unacceptable cuts in library service. In order to more fully carry out its mission as a university research library, modest increases in staff are needed.

If additional shelving is added in the present building, a major building addition to the James White Library will be needed in 1995. However, this will be possible only if significant expenditures for the necessary additional shelving are made before 1990.

The library has already entered a new age--that of a mixture of traditional paper, audiovisual and microformat forms of information storage with electronic forms of information. It is not expected that the electronic will totally replace paper within the next decade, but there will be a significant impact on all libraries. This will make the expenditure of significant sums for equipment and software imperative if this library is to continue to meet the needs of its publics into the twenty-first century.

It is recommended that an integrated online library system be inaugurated by about 1990. The major component of this will be an Online Public Access Catalog, including public catalog, circulation control, and serials processing. The cost for the hardware and

software for such a system is currently about $300,000, with an additional $129,000 for conversion of the records of the remaining book titles into computerized form. Other computer information sources will also be necessary.

Library staff members must be able to use the new computerized information systems and interpret them to the library's publics.

CHAPTER 1

MISSION STATEMENT, GOALS AND OBJECTIVES

Mission Statement

The mission of the James White Library is to support the mission of Andrews University by providing bibliographic, physical and intellectual access to recorded knowledge and information. Library service is a part of the university goal of developing the whole being of students and faculty. The library has a primary responsibility to support instructional, service and research programs of Andrews University through the acquisition, organization, maintenance, and availability of appropriate information resources. The library cooperates with other area libraries in providing information resources for Southwestern Michigan.

General Goals and Objectives

General library goals and objectives are given below. Specific goals, objectives, costs and implementation plans are given in chapters 2 through 8.

Information Resources Goal

The resources of the library shall support the curricula of the university at an appropriate level, provide the basis for a well-rounded liberal education and, to the extent possible, meet the research needs of the university community.

OBJECTIVES:

1. Identify, select and acquire library materials, regardless of format, in a timely manner.

2. Develop appropriate collection development and weeding policies and procedures for the various library collections and implement them.

3. On a continuing basis, evaluate and redefine the library collections.

4. Ensure adequate financial resources to acquire appropriate collections and keep up with inflation in costs for library materials.

Service Goal

The library shall provide appropriate assistance in using and interpreting its collections, and shall be available for use for a maximum number of hours.

OBJECTIVES:

1. Reach the goal of courteous and patron-oriented library service at all times.

2. Provide full and adequate reference assistance at public service points to all library users.

3. Increase the number of hours the library is open to more adequately meet patron needs.

Information Access Goal

The library shall provide bibliographic access to library resources in all formats, as well as to such materials outside the library by means of interlibrary loan, computer bibliographic searches, etc.

OBJECTIVES:

1. Acquire or access retrospective bibliographies and current bibliographies and indexes to provide maximum access to information both within the library and beyond.

2. Provide timely interlibrary loan service to meet information needs of the university community which cannot be met by the library's collection.

3. Catalog and process materials with speed, accuracy, and economy.

4. Establish and maintain an Online Public Access Catalog (OPAC) to replace the card catalog.

5. Replace the current inadequate periodical control system with a more adequate computerized system to interface with the OPAC.

6. Maintain good physical access to the library collection.

Staff Goal

The library shall recruit, train, and develop personnel possessing the wide range of knowledge, skills and experience necessary to meet the diverse library service requirements of the university community.

OBJECTIVES:

1. Recruit widely and hire selectively to ensure a wide variety of skills, age levels and library schools attended.

2. Establish computer literacy as a goal both in recruitment of new staff and in training of present staff.

3. Establish a training and orientation program for all new staff.

4. Maintain the program of in-service training for all staff.

5. Maintain the performance appraisal system for hourly staff, and establish one for the salaried staff.

6. Maintain the system for recruitment, training, and evaluation of student workers.

7. Bring university policies regarding faculty status of librarians, including promotion, professional leaves and continuous appointment, into compliance with national standards such as those of the Association of College and Research Libraries.

Instruction Goal

The library staff shall ensure, through the use of instruction programs and services, that all members of the university community become competent library and information users.

OBJECTIVES:

1. Determine the method most likely to assure competence in library and information skills.

2. Establish programs of instruction for various audiences.

3. Ensure adequate staff to accomplish this goal.

Preservation Goal

The library shall maintain the collections in the best possible physical condition.

OBJECTIVES:

1. Establish or define standards for good physical condition of the entire library collection, and maintain these standards while exploring new methods of preservation.

2. Identify those unique resources which the library has a special responsibility to preserve, establish methods and procedures to preserve these materials, and secure funding to accomplish this objective.

Facilities Goal

The library shall provide physical facilities and equipment which meet the needs of users for convenient access to information, and of staff for an accommodating work environment. An appropriate environment for the conservation and preservation of materials will be maintained.

OBJECTIVES:

1. Plan for and seek out appropriate equipment, furniture, and new technology to improve study space, staff working conditions, and work flow.

2. Assure materials and services are easily located through the use of a proper sign system.

3. Provide a barrier-free environment for physically handicapped users, with the goal of complete compliance with federal regulations.

Financial Resources Goal

In cooperation with appropriate university departments, sources of funding, both within and outside the university, shall be identified and secured. Financial resources shall be expended judiciously for the greatest benefit of the university community.

OBJECTIVES:

1. Ensure that the library budget is adequate to provide for materials, equipment and services.

2. Establish internal library planning coordinated with the university budget process to review needs of current programs and needs of potential new programs.

3. Monitor expenditures so that the library remains within its budget.

4. Work with University Advancement to obtain outside funding for special projects and needs.

Assumptions

The strategic plan is based on the following assumptions:

1. The university will remain financially viable, and will have adequate funds to operate the library at an adequate level to support all university curricula.

2. The university will give the library budgeting priority at least equal to what it has received in the past.

3. The library will remain the central information source for the campus.

4. The university will make it financially possible for the library to make plans more than one year in advance.

5. The American economy will remain sound.

CHAPTER 2

LIBRARY SELF-STUDY

History of the Library

The James White Library was established in 1960 at the time of the merger of Emmanuel Missionary College (established in 1874 as Battle Creek College) and Potomac University (whose major constituent school, the Seventh-day Adventist Theological Seminary, was established in 1934). At the time of the merger, the library had about 110,000 books and four professional librarians. By July 1, 1987 the library had 776,179 volumes and 12 FTE professional librarians.

The present main library building was built in 1962, and a major addition was completed in 1977. A history of computerization in the library is found in Chapter 5 and Appendix C.

Evaluation Standards

In 1986, the Association of College and Research Libraries (ACRL), a division of the American Library Association (ALA), adopted revised Standards for College Libraries, (C&RL News, March, 1986, p. 189 ff.), which is designed to evaluate libraries of institutions with up to ten doctoral programs. Because this includes Andrews University, these standards are used in this document. Standards in eight areas are given to indicate the level of support a library can give the academic community it serves. These eight areas are:

Objectives
Collections
Organization of Materials
Staff
Services
Facilities
Administration
Budget

The mission statement, goals and objectives of the James White Library were given in chapter 1, the library staff is discussed in chapter 6, and facilities are discussed in chapter 3. All other criteria are covered in this chapter.

Administration

The library conforms to most of the provisions of ACRL Standard 7--Administration. It is managed by the Library Director, who reports to the Vice President for Academic Administration. Heads of branch libraries, special collections and departments are responsible to the director. Other professional staff, support staff and student workers report to the department heads. The library mission statement and operating authority are found in the university Working Policy (2:510).

All professional librarians are members of the university General Faculty. The director is a member of all school faculties, although he may designate a professional librarian to represent him at school faculty meetings. The Seminary Librarian is a member of the Seminary faculty, the Director of the Teaching Materials Center of the School of Education faculty, and the Architecture Resource Center Librarian of the College of Technology faculty. All other professional librarians are members of the College of Arts and Sciences faculty.

The duties of the director are given in the university Working Policy (1:452, 2:511). Nothing is stated there regarding the procedure for appointing a new director, an oversight that should be corrected in the future. The professional librarians and library department heads constitute the Director's Council, which is similar to a departmental faculty. This council assists the director in solving problems, making plans and developing library policies and procedures. The director, with the advice of the Director's Council, appoints standing and ad hoc library committees.

Because the library impacts all campus academic departments and is a vital learning resource for them, the Library Director also seeks wide campus input into the development of library policies. This is done through various university committees, including the Library Council (formerly the Library Services Committee), and other committees established by the university Working Policy, such as the Adventist Heritage Center Committee, Seminary Library Committee, etc. The President appoints members of these committees. These committees have faculty, administrative and student representation. The terms of reference for the Library Council are found in the Working Policy (2:516, 2:265.22). The role of these committees is advisory, and is not administrative or legislative.

The general library departments are: Acquisitions, Cataloging, Circulation, Periodicals, and Reference. Special collections housed in the main library are: Adventist Heritage Center (AHC), Seminary Library, and Teaching Materials and Learning Center (TMC). The AHC contains an extensive collection of books and manuscripts related to the history of the Seventh-day Adventist Church, and also serves as the rare book room and Andrews University archives. Also housed in the library, though administratively independent of the university, is

the Ellen G. White Research Center, which contains additional research material related to the Seventh-day Adventist Church. The Seminary Library houses the library's collection of books on philosophy, psychology and religion, as well as periodicals and reference books relating to religion and theology. The TMC is the microform and audiovisual department of the library, and contains the university language laboratory, and also houses a collection of instructional media to support the teacher education program of the School of Education.

Campus branch libraries are: Architecture Resource Center (ARC), established in 1986 and housed in the Architecture Department, and the Music Materials Center (MMC), housed in the Music Department. The A. C. Larson Library, located on the Hinsdale, Illinois campus, houses a collection for the use of nursing students on that campus (see Chapter 8).

The library has developed and maintains a library policy manual. Departments also have policy and procedure manuals. Not all of these are currently up-to-date. A plan to update them iis found in Chapter 8.

The library communicates with the academic community through various campus publications including Unclassified News, the library newsletter. The library also has an internal staff newsletter, Keeping in Touch.

Participation in the recent university-wide management audit and this self-study and strategic plan are a part of the library's continuous program of performance evaluation. The goals and objectives found in Chapter 1 of this report are particularly important. The library also maintains statistics for use in various reports. Statistical reports are issued monthly.

Library policies support the principles of the ALA "Library Bill of Rights." Materials are selected to support the curriculum, and are not "excluded because of the race or nationality or the social, political, or religious views of the authors," nor are materials "proscribed or removed because of partisan or doctrinal disapproval." To implement these principles, the library has adopted a statement on challenged materials and adopted a procedure for handling these situations.

The Library and the Growth of Andrews University

The decade of the 1970s was a time of growth at Andrews University, in number of students as well as in the number of academic programs offered. During this decade the university added programs at the undergraduate and graduate levels, including several doctoral programs. The peak year for enrollment was 1981 (2872 FTE). Even

though there has been some decline since then, in 1987 the enrollment (2549 FTE) was still 28% higher than it was in 1970 (1990 FTE) [A.3].

Following is a list of the total percentage change from 1970 to 1987 in several key areas related to the university and the library:

Total Annual FTE Enrollment	+28%
Adjusted University Educational & General Cost	+449%
Undergraduate Tuition	+349%
Consumer Price Index (CPI)	+195%
Total Library Operations	+240%
Library Acquisitions Expenditures	+234%

These figures and others in this report clearly show that, after adjustment for inflation, the James White Library not only did not receive an increase in real monies to support the expanded curriculum during this period of university expansion, but did not even keep up with inflation. This is particularly noteworthy in view of the number and type of programs that were added--the most significant for the library being the doctoral programs. Between 1970 and 1987 enrollment increased, and both Undergraduate Tuition and the Total University Educational and General Cost considerably exceeded the Consumer Price Index. However, during that same time period Total Library Operations increased by only slightly higher than the CPI (which is not an adequate index for library costs, as is seen below), and the acquisitions expenditures did not even keep up with the CPI!

During this 15-year period, the FTE library staff decreased by 0.8--from 27.8 FTE to 27 FTE. The Total Library Operations as a percentage of the Total University Educational and General Cost decreased dramatically--from 10.7% to 6.6%. While 6% is the absolute minimum recommended by ACRL Standard 8, ACRL also recommends that additional library funding be appropriated at the time advanced programs are initiated. This has not consistently been done, especially for books; thus most acquisitions funds for new programs have come at the expense of existing ones.

The downward trend in this percentage is clear, and will soon fall below the 6% figure, if it has not already, unless remedial action is immediately taken. This trend should be of great concern for the university, as it seems to indicate that the library, while it once had a high priority on the university's developmental agenda, no longer enjoys that position. Because of the demands placed on the library by the number of professional, graduate and doctoral programs and the need to support two departmental libraries, it is a library objective to receive not less than 7% of the university's adjusted general and educational cost.

Collections

ACRL Standard 2 states that an academic library's collections "shall comprise all types of recorded information, including print materials in all formats, audiovisual materials, sound recordings, materials used with computers, graphics and three-dimensional materials." The library should also be able to "provide quickly a high percentage of . . . materials needed by its patrons." In order to achieve these goals, the library must have both appropriate collections to support each of the university's academic programs as well as adequate interlibrary loan services.

In this time of continued information explosion, libraries are increasingly dependent on such services to obtain lesser-used materials. While access is more important than ownership, "there is no substitute for a strong, immediately accessible collection," partly because other library access takes longer to service patron needs than does local ownership. Interlibrary loan statistics are given below, under Services. The Berrien Library Consortium does not keep regular statistics on resource sharing within the consortium. An unknown, though substantial, number of faculty and students use the library at the University of Notre Dame. Only faculty currently have borrowing privileges there.

Standard 2 includes a complicated formula for determining a desirable size of library holdings. To support the present rather extensive university curricula the recommended number of holdings according to this formula is 870,549 volumes. The formula includes a basic collection, as well as taking into account number of faculty, students and fields of study. The number of volumes held on June 30, 1987 was 776,179. This is 89% of the recommended number, giving the library a grade of B. Detailed statistics on library holdings are found in Appendix A.

Because continuity of collection development is essential, the standard also recommends a 2 to 5 percent annual growth in collection. The growth rate in FY 1987 was 3.7% for books, and 2.4% for total volumes. The standard recommends that the growth rate remain at 5% until the standard is met with a grade of A.

Standard 2 states that "a substantial portion of the titles listed in standard bibliographies for the curricular areas of the institution and for supporting general fields of knowledge" be purchased. This includes a majority of "the appropriate, current publications reviewed in scholarly journals and in reviewing media such as Choice or Library Journal should be acquired," as well as a broad range of standard reference works. While this standard is not precise in its prescriptions, it is clear that the library does not currently adequately meet it.

The following figures summarize the percentage change in inflation from 1970 to 1987 and corresponding library expenditures for materials.

Consumer Price Index (CPI)	+195%
Book Inflation Rate	+249%
Periodical Inflation Rate	+586%
Total Library Operations	+240%
Total Library Acquisitions Expenditures	+234%
Total Book Expenditures	+150%
Total Periodical Expenditures	+579%

Both book and periodical inflation rates have risen faster than the CPI. Although the periodical inflation rate was higher than that for books, the library has kept up with periodical inflation and made some additions to support new programs. However, library book expenditures have been seriously eroded by inadequte budget increases to keep pace with book inflation.

The impact that inadequate increases in book allocations have had on book collection development is shown on p. A.14. While during the period of 1970-75 the library acquired an average of over 17,000 books annually, this had decreased to a little over 15,000 per year in 1981-85. There is anecdotal evidence that this decrease in book purchasing has been noted by library users. For example, the Seminary Library is simply not purchasing the number of scholarly books that it used to purchase. In its 1987 Annual Council, the General Conference of SDAs appropriated a one-time amount of $50,000 to assist in Seminary Library collection development. Although this will be very helpful, an ongoing annual appropriation of about $20,000 for seminary books is needed to keep up with with the large numbers of theological books being published. In addition, an increase of about $40,000 for other books is needed to help make up for funding that did not keep up with book inflation.

At the same time that the library's book purchasing power was decreasing because of inflation, there was an increase in the number of academic departments and programs for the library to support--the proverbial pie was simultaneously shrinking and being cut into more and smaller pieces.

Precise standards are not given for the development of an appropriate collection of periodicals. During the 1972-1987 period, the number of periodical subscriptions increased by almost 1,000 (p. A.18)--from 2464 to 3459. In this area, the library has both kept up with inflation and expanded the information resources to meet the increased needs of an expanded curriculum. In addition to the increased number of periodical subscriptions, high inflation rates for periodicals and the decline in the value of the dollar have helped increase dramatically the amount spent on periodicals. The table on p. A.19 shows the expenditures for books and periodicals as a percentage of

Total Library Acquisitions Expenditures. In 1970, 80.4% went for books and 19.6% was spent for periodicals. By 1987 it was 60% for books and 40% for periodicals.

It is difficult to determine an exact book/peridical ratio that would be optimal for this library because different libraries have such differing needs for information in various formats. However, the trend of periodical costs taking an ever-increasing share of expenditures for materials is of concern. Both book and periodical budgets need to be kept on target with inflation. The book will always be needed in an academic library, particularly one that supports a curriculum heavy in the humanities and social sciences.

The table on p. A.20 shows that the percentage of Total Library Operations used for books was 33.4% in 1970 and has declined to 24.5% in 1987. During the same period, the percentage of Total Library Operations used for periodicals has risen from 8.1% to 16.3%. The table on A.22 indicates that the percentage of library expenditures used for materials acquisitions (books and periodicals) in 1987 was 41%, within the ACRL recommended range of between 35 and 45 percent.

Because of budget constraints in the FY 1989 budget, a major evaluation and reduction of current periodical subscriptions will be made during 1988 (see Chapter 9, Periodical Collection Management). During this process, each title will be carefully evaluated according to the newly developed periodical collection development policy to see that it fits appropriately into this collection. Excessive price and price increases will also be considered. The goal will be appropriate core collections in each discipline. Once this goal has been achieved, it will be essential that necessary budgetary increases are made (currently about 10% annually) to keep up with inflation.

ACRL Standard 2 calls attention to the necessity of collecting non-print materials including those that are machine-readable (computerized), which are becoming increasingly available and are important sources of information. These materials, however, usually do not replace print materials. Increased funding is necessary for their acquisition without decreasing available funds for printed materials. To date, because of budgetary restrictions the non-print materials that have been acquired have been purchased by reducing expenditures for print materials.

The library materials selection policy is found in the university Working Policy, 2:517. Currently being developed are specialized collection development and/or weeding policies for the periodical, reference, general pamphlet and seminary collections. It is a library goal that all branch libraries and special collections--the Architecture Resource Center, the Music Materials Center, the Adventist Heritage Center and the Teaching Materials and Learning Center--develop such policies before 1990.

The library has also recently developed a general weeding policy. ACRL Standard 2.1 states, "No title should be retained for which a clear purpose is not evident." The library staff does not intend to do wholesale weeding, but a policy was needed to govern those occasions when it is deemed advisable.

The library does not have a written policy to cover the deletion of academic programs. In such cases the library will evaluate each situation on an individual basis, and make adjustments to book and periodical expenditures that reflect the necessary level of support for whatever program remains. Because of past inadequacies of funding to cover inflationary costs and the development of new programs, the university should not usually expect to reduce the library budget in these cases. Rather the savings should be used for the benefit of other academic programs.

Another issue which the library must soon address is that of preservation of materials. Much of the material printed in the late nineteenth and twentieth centuries is printed on paper containing acid, which is gradually disintegrating the material. All such materials will eventually be destroyed if steps are not taken to prevent it. This is of concern in the general library, but is of particular concern in areas where this library has unique collections, specifically in the area of religion, and the Seventh-day Adventist Church in particular. It would be irresponsible not to take every step possible to preserve these unique collections. This preservation effort will be costly in both staffing and materials. Because of its concern, the library has established an internal preservation committee to make recommendations and give cost estimates for this essential task.

Services

The collections and services of the library are designed to support the undergraduate, graduate and professional curricula. In addition to supporting liberal arts programs in arts, sciences, humanities and social sciences, the library also supports technical programs in the College of Technology, the professional programs in various schools, and the theological programs of the Seventh-day Adventist Theological Seminary.

ACRL Standard 5 gives criteria for the delivery of services. Among the most important services offered to support the academic and research programs of the university are:

Reference and information services
Interlibrary loan
Computer literature searches
Bibliograhic instruction and user orientation (See chapter 7)
Reserve services
Photocopy services

Career Information Center

Service desks are found in every major area of the library. These are staffed by professional librarians, hourly staff and student workers. Lack of adequately-trained staff, especially the use of student workers to answer reference questions, has frequently resulted in inadequate assistance in patron use of the collections. The library's reference services are decentralized (e.g. periodical indexes are in the Periodical Department, seminary reference books are in the Seminary Library, etc.). This decentralization, with the concommitant lack of trained staff, has caused the library to depend too much on student workers. Further study and action in this area is needed. Additional staff is needed (see Chapter 6).

The 1979 NCA self-study noted that the Reference Department "is hardest put to deliver full service" because of the increasing demand for service (doubling during the period of study), consequently, "this will undoubtedly be an area for future budgeting provision." From 1978 to 1987 reference questions handled by the Reference Department have grown from 13,673 to 23,507, still without any additional staff--a situation that urgently needs to be addressed (see Chapter 6). Total reference questions answered in the library in 1987 were 31,843 (for annual statistics, see Appendix A).

No library can completely fill all the information needs of its users with local resources. Therefore, the resources of the James White Library are supplemented by cooperative and resource sharing agreements with other libraries and library consortia. These include:

The Online Computer Library Center (OCLC). This, the largest national bibliographic network, supports shared cataloging, and automated interlibrary loans and acquisitions services among more than 6,000 member libraries, including most of the Seventh-day Adventist college libraries.

Michigan Library Consortium (MLC). This is a multi-type consortium which brokers OCLC services to Michigan libraries, assists in programs of resource sharing, and provides discounts, workshops and other services to its members.

Berrien Library Consortium (BLC). This is a multi-type library consortium located in Berrien County, Michigan, which does cooperative collection development and shared collection access.

Southwest Michigan Library Cooperative (SMLC). The library is an associate member of this organization of regional public libraries. SMLC provides a van service to facilitate interlibrary resource sharing.

Southwest Michigan Library Network (SMLN). This is a multi-type library network in this region, which facilitates interlibrary resource sharing.

American Theological Library Association (ATLA).

Chicago Area Theological Library Association (CATLA).

Association of Seventh-day Adventist Librarians (ASDAL).

The library also has dial access to the databases of the Research Libraries Information Network (RLIN), DIALOG, Bibliograhic Retrieval Services (BRS), and the Scientific and Technical Information Network (STN) of the American Chemical Society (ACS).

Annual statistics for materials borrowed and lent on interlibrary loan (ILL) are found in Appendix A. The total number of successful transactions has increased from 1412 in 1978 to 2561 in 1987. This increase has primarily been possible through the benefits of computerization. Most interlibrary loan requests now use the OCLC electronic mail ILL subsystem.

Statistics show that while the number of items borrowed on ILL has been somewhat erratic, probably due to the research needs of individual doctoral students and faculty, in the main this number has remained fairly steady, and increases have been modest. Computerized literature searches, establishment of the physical therapy program without a strong biomedical collection to support research, and reduction of periodical holdings because of lack of funding are all influences that will continue to create a strong demand for ILL services.

The number of items lent on ILL has risen dramatically during the last decade. This is due almost entirely to the inauguration of the OCLC ILL subsystem. Now over 6,000 libraries can find out the holdings of this library and request them on ILL. In fact, the library has had to restrict its loans somewhat to avoid requesting more staff to handle the volume of incoming requests.

The library began doing computerized literature searches using BRS and DIALOG in 1980. The number of searches per year has remained steady, at about 200. Patrons are charged for these searches on a cost-recovery basis. However, it is a labor-intensive service, and no additional staff have been hired to do the work, adding to the pressures in the Reference Department. It is anticipated that the number of these searches will decline somewhat with the installation of CD-ROM database searching. However, the need for staff assistance for CD-ROM searching will probably equal, if not surpass, that needed for online searching.

The library is open 71 hours per week. One reason this is lower than might be expected for a library of this type is the fact that the library is closed Friday afternoon and evening as well as Saturday because of the religious beliefs of the Seventh-day Adventist Church.

However, there is considerable felt need on campus for longer library hours, particularly in the evening and Sunday morning..

Standard 5.3 states that "library scheduling should be responsive to reasonable local need." Though the library may be open for extended hours, during normal hours of operation (up to 100 hours per week) "the users deserve competent, professional service." Because of the high value of the library, its collections and equipment, it is necessary that "a responsible individual be in control at all times." The short hours the library is currently open, as well as the practice of leaving the library with no mature adult in control and serviced entirely by student workers, clearly do not meet this standard. The need for additional hours and a plan to meet it are discussed in Chapter 8.

Instruction in library usage is an important service of most academic libraries, and is required by Standard 5.1. This instruction in the past has often been done on an ad hoc basis and almost as an afterthought. The staff is concerned about the bibliographic instruction program, so a plan for action is given in Chapter 7.

Standard 5 also requires that adequate library services be provided students in extension programs "despite their obvious logistical problems." Andrews University has expanded its affiliation and extension programs greatly in the last decade, but often without adequate planning for the delivery of library services. Further discussion of this problem is found in Chapter 8.

Users and Usage

The library is used primarily by the academic community of faculty, students and administrators. The library is also a major information resource for Berrien County and Southwestern Michigan.

The library is among the most heavily used academic facilities of the university. The flow of users is almost constant. A total of 260,541 individuals entered the library in 1986 (102.2 entries per student). By contrast, the University of Nebraska at Lincoln, with an enrollment of 23,899, had a gate count of 825,000 (34.5 entries per student). Total circulation for FY 1987 was 173,843 (for complete statistics, see p. A.28). This is an average of 68.2 circulations per student. Circulation during the last decade has varied between about 170,000 and 240,000. These variations seem to be closely tied to the differing enrollments for particular years. Again, comparison with other academic institutions shows comparatively very heavy library use here. For example, UNL library had 422,105 circulations for an average of only 17.6 circulations per student. Total library circulation at both campuses of Loma Linda University in 1987 was 74,021, for an average of 16.9 circulations per student.

Standard 5.2 states that "circulation should be for as long a period as is reasonable without jeopardizing access to materials by other qualified users." Thus the Director's Council voted in November 1987 to allow renewals of books from the General Stacks. Longer loan periods are available to faculty, graduate students and undergraduate honors students.

Output measures for libraries are very difficult to establish because of the imprecise nature of measurement. It is difficult to conduct meaningful surveys of library users to determine their level of satisfaction because so much depends on patron expectations, which may be unrealistically high or low. Satisfaction surveys of current and former students have been done in 1982 ("Andrews University as Seen Through the Eyes of the Students Enrolled During the Winter Quarter, 1982" by Todd Blosser, Gary Johnson and Carl Voigt), and in 1982, 1984 and 1986 by the Office of Institutional Research. Findings relative to the library are summarized here.

In the study by Blosser, et al, the library received the highest ratings for excellence of all the university programs and services measured. Four areas were measured. For variety of books and periodicals in the student's major field, 34.6% gave an excellent rating, 42.1% a good rating, 16.7% an average rating, and only 6.6% a poor rating. Library hours were less favorably viewed: 26.9% excellent, 49.3% good, 16.1% average, and 7.6% poor. Helpfulness of library personnel received the strongest positive evaluation of the entire questionnaire--35.1% excellent, 50.1% good, 12.7% average, and only 2.1% poor. Library photocopying facilities were much less favorably reviewed: 18.5% excellent, 40.4% good, 29.7% average, and 11.4% poor.

The summary of individual responses was instructive. While many expressed very high satisfaction with the collections, more materials in business, political science, technology, science (periodicals) and education (fewer "antiques") were desired. It was very clear that more hours in the evening and on weekends was strongly desired. Inadequate photocopying facilites (especially inoperative machines) were also criticized. This last complaint has been somewhat remedied by the installation of new photocopy machines under contract with a commercial vendor.

The Office of Institutional Research student surveys measure both percent of usage and user satisfaction. Figures given are the average of the 1984 and 1986 surveys. Of the 23 university services measured, the library was used by the highest percentage of students--93%, which is 1.3% higher than the average for all private colleges. The satisfaction rating--4.1 (out of 5), was second only to the Honors program.

In the winter of 1988 the Office of Institutional Research conducted a faculty satisfaction survey, to which 109 faculty members responded. Thirty-eight percent indicated that they use the library more than

once a week, and 40% that they use the library at least monthly. Satisfaction levels are higher for services provided than for the quality of the collections or library hours. A seven point scale was used, with 1 indicating very dissatisfied, and 7 very satisfied. Following is a list of services and collections, with the percentage of satisfied faculty (scores 5-7) and dissatisfied faculty (scores 1-3), along with the mean score in each category.

	Satisfied	Dissatisfied	Mean
Library Services			
Circulation	90%	8%	5.78
General Reference	91%	4%	5.88
Periodicals	78%	12%	5.33
Teaching Materials Center	81%	8%	5.64
Adventist Heritage Center	92%	4%	6.16
Seminary Library	92%	3%	5.95
Interlibrary Loans	97%	1%	6.07
Library Hours			
Personal Use	74%	15%	5.24
Student Use	62%	28%	4.78
General Satisfaction with Collections			
General books	81%	2%	5.38
Periodicals	62%	15%	4.93
Audiovisual materials	63%	12%	4.79
Satisfaction with Research Collection in Discipline			
General books	69%	18%	4.92
Periodicals	55%	27%	4.47
Audiovisual materials	52%	20%	4.38

Fifty-three percent of faculty felt that the library was keeping up with new materials in their discipline, while 30% felt that it was not. Thirty percent felt that the library receives adequate funds to purchase materials in their discipline, while 51% felt that it did not. Thirty percent felt that the library receives adequate funding, while 69% felt that it should receive more. However, when asked if other academic programs should be cut in order to increase library funding, only 26% agreed, while 53% said no.

The library should be pleased with its generally high marks for service, although an effort should be made to improve the level of satisfaction in the Teaching Materials Center and Periodical Department. Of greater concern are faculty reservations about the adequacy of collections and library hours. Concern for the collections may be due to genuine inadequacies or incorrectly perceived inadequacies, which may be due to lack of knowledge of the collections or unrealistic expectations. Genuine inadequacies may be due to inadequate financial resources or inappropriate allocation and/or use of present resources. Further study and action are in order.

2.13

Organization of Materials

A collection of materials is not a library unless it is organized so that information may be easily retrieved. The library follows national standards in the organization of its collections and adequately meets ACRL Standard 3. Most materials are fully cataloged using the national cataloging standard (MARC, or Machine Readable Cataloging), which is accessed through the Online Computer Library Center (OCLC). This enables participating libraries to access the cataloging of the Library of Congress, as well as over 6,000 other contributing libraries.

The library has used the Library of Congress classification system since 1958. However, some of the materials owned by the library's predecessors are still in Dewey Decimal Classification (i.e. 800s, literature; 500s, science; and 600s, technology). It is a library objective to finish the Dewey-LC conversion in the near future.

The main public catalog is a union catalog of the library's holdings, including those of its special collections and branches. The catalog is divided into author/title and subject sections. There are specialized catalogs in the Adventist Heritage Center (AHC), the Music Materials Center (MMC), and the Architecture Resource Center (ARC). The ARC catalog is a computerized catalog. All other catalogs are card catalogs, even though all cataloging done by the library since November 1975 is in machine-readable form. A plan for replacing the card catalogs with an Online Public Access Catalog (OPAC) is found in Chapter 5. Appropriate subordinate files are maintained.

Periodical holdings are listed in a holdings list found in the Periodical Department. Title cards for these are also found in the public card catalog. Additional periodical holdings lists are found in the Seminary Library, the AHC and the ARC. The quality of these lists leaves much to be desired. They do not meet national library standards or the ACRL standard. A plan for computerizing and centralizing this information is also found in Chapter 5. Appropriate periodical indexes are purchased.

Books are arranged on the shelves in LC and Dewey order, although the entire B classification is found in the Seminary Library. Periodicals are shelved in alphabetical order by title. Pamphlet materials are either cataloged or arranged in the pamphlet files by subject, with appropriate cards in the subject catalog. Microforms are arranged in accession number order, and Andrews University dissertations and theses are arranged by author number.

The shelves are open to patrons, with the following exceptions: reserve books, the ready reference collection at the reference desk, the AHC collection, and the sound recordings in the MMC. Most materials circulate for a period of three weeks. There is minimal circulation of periodicals, and no circulation of reference materials or materials in the collections of the AHC or the MMC.

Budget

ACRL Standard 8 calls for the Library Director to have responsibility for preparing, defending and administering the library budget, which is the case here. The director also apportions library funds, in consultation with the Collection Development Librarian, the heads of library departments, special collections and branch libraries, as well as with the university Library Council. The library seeks input from the university faculty in book selection, but the Library Director and staff are responsible and accountable for the development of an appropriate collection to support the university curricula.

ACRL standard 8 states that "library budgets, exclusive of capital costs and the costs of physical maintenance, which fall below six percent of the college's total educational and general expenditures are seldom able to sustain the range of library programs required by the institution. This percentage moreover will run considerably higher during periods when the library is attempting to overcome past deficiencies, . . . or to meet the information needs of new academic programs."

The library's percentage of the adjusted university general and educational expenditures has fallen from 10.7% in 1970 to 6.6% in 1987 (see p. A.11). It was precisely during this time of greatest university curricular expansion (the 1970s) that the library's percentage of general and educational expenditures fell the fastest. New programs included the establishment of several doctoral programs.

Only two of the new academic programs--architecture and physical therapy--were provided with upfront start-up funding to purchase a beginning collection. However, this funding only covered the purchase of new books and allowed nothing for new periodical subscriptions or additional staff. Even for these programs, additional funding on a continuing basis has not been provided to support acquisition of materials after this initial funding was exhausted. During the last decade inflation rates for library materials were also rising faster than appropriations (see Appendix A). Consequently, the library staff had no choice but to "cut a shrinking pie into more and smaller pieces."

The library maintains appropriate internal accounting systems, as required by ACRL standard 8. The standard also calls for between 35 and 45 percent of the library's budget be spent for materials, and between 50 and 60 percent be spent for personnel. The percent spent on acquisitions fell from 41.5% in 1970 to 33.5% in 1984, and has since risen to 40.8% in 1987 (p. A.22). Larger appropriations for materials acquisitions are needed to remedy this low percentage.

Standard 8 requires that the percentage of the university general and educational expense that goes to the library be higher than 6% when it

is necessary to overcome past deficiencies (as when new academic programs were added without financial consideration for the library), and to acquire computer and audiovisual materials. In addition, the library's expenditures for the Architecture Resource Center (ARC) should be in addition to the 6% figure. Thus, it is a library objective to increase its percentage of the general and educational expenditures to 7% (exclusive of the expense associated with the purchase of the special T.E.A.G collection for ARC).

It is essential for the library's future that adequate funding be available on a regular and predictable basis. The current annual budget crisis is dangerous for the library and for the university. The most realistic library planning in the world is useless if the sponsoring institution does not have the resources to implement it. It is essential that budgeting be done as part of a long-range planning process rather than simply making budget cuts that are expedient at the moment, although damaging in the long term.

CHAPTER 3

BUILDING AND SPACE PLANNING

ACRL Standard 6 concerns library facilities. The main library currently has 96,000 square feet, about 94,000 of which is devoted to printed materials. The total remains the same after subtracting the space used for classrooms and staff lounge, but adding the space in the Music Materials Center and the Architecture Resource Center. Using Formula C found in this standard (which includes space needed for printed materials but not for microforms, classrooms or computers), as of June 30, 1987 the library needed 75,186 square feet to earn an A rating. The facilities are centrally located, pleasant and functional.

While library facilities are accessible to the handicapped, they do not yet meet federal standards for barrier-free access (24 CFR Subtitle A, Pt. 40, App. A). The main library has conveniently located handicapped parking, and has an elevator that can be operated from grade level; however, use of this elevator requires staff assistance and is inconvenient both for patrons and for staff. Other problems are the height of the card catalogs, public service desks, elevator controls, pencil sharpeners, telephones, restroom sinks and mirrors, and water coolers; aisle width in the stacks; and interior doors (at the entrances to the Reference Room, Seminary Library, Teaching Materials and Learning Center, and Periodical Department) that are barriers to access.

The Music Materials Center is virtually inaccessible to many handicapped. Because of tight quarters, the Architecture Resource Center also does not meet federal standards. Due to lack of funds, only changes that are inexpensive will be made in the near future, such as lowering pencil sharpeners, the public telephone, and restroom sinks and mirrors, and widening the aisles in the Reference Department. Further improvements that will bring the library into compliance with federal standards will be made in the mid-1990s when an addition is made to the library building.

Standard 6 cautions about the use of decentralized library facilities. It lists their primary virtue as being convenience for the students and faculty of a particular department. Their weaknesses are the fragmentation of the unity of knowledge, isolation from most users, potential staffing and security problems and the costs of duplicate services and functions. "Experience has shown that decentralized library facilities may not be in the best academic and economic interest of a college."

The James White Library has two such departmental libraries on campus, the Music Materials Center and the Architecture Resource Center (ARC). The ARC was required by the architecture accrediting body. The

library needs of the Seventh-day Adventist Theological Seminary are met by a separate area in the main library. The library is committed to the concept of a central library, and only with great reluctance are decentralized facilities established.

When the last library addition was made in 1978, it was anticipated that this additional space would allow for 15 years of library expansion (about the same as for the original library--1962-78). After 10 years, and with only 5 years remaining in this 15-year period, it is time to closely examine the facilities to check the accuracy of this projection. It may be possible, through wise use of current space, to stretch this period for a short time. However, it would not be good planning to make many temporary changes that would have to be undone at the time the next expansion is made.

Each section of the library has differing space needs and rates of growth; thus not all sections of the library will run out of space simultaneously. It is the purpose of this study to analyze the various parts of the collection separately, to identify those with the most critical space needs, and to make plans for expansion based on meeting those needs. Because of the inadequacy of available statistics, some of these projections are based on the professional judgment of the librarians in addition to the available statistical data.

General Stacks

The General Stacks (top floor) face an immediate space problem. Using the current shelving and assuming no weeding or moving of parts of the collection elsewhere, the General Stacks will run out of space by 1989. By removing 17 tables and replacing them with shelving (see below under Seating), space for about 26,000 volumes, or 3 years of additional growth will be added. In addition, by weeding the collection (currently underway) and by moving classes A and C to the Seminary Library (see below under Seminary Library), room for 3 additional years' growth will be added to the General Stacks. This postpones the critical need for additional facilities until 1995.

Because it is impossible to fill every shelf to the maximum without an astounding amount of labor for moving, and because it is a much more efficient use of labor to have one large move than many moves, it is recommended that a major addition of shelving (87 sections at a current price of $300 each, for a total of $26,100) be made in 1989. This expense cannot come out of annual library equipment funds and still have adequate funds to use for critically-needed equipment. The impact this would have on library seating is discussed below under Seating.

Reference Department

Specific plans for space changes in the Reference Department are found in Appendix E. In summary, they are as follows: by weeding the collection, moving the presidential pictures, and adding additional shelving in the "front" Reference Room, it will be possible to move the entire reference collection to this area with the exception of the law books, which will be placed in the former architecture alcove. This will allow for the Seminary Library to expand into the "back" Reference Room, which is adjacent to the Seminary Library. The weeding is currently being done, and is projected to be completed by 1989.

After the presidential pictures have been moved, and additional shelving has been added, the Reference Department will be able to complete this move in 1989. Using Option 1 (Appendix E), this means purchasing 18 sections of double-sided shelving (at a current cost of $5400), plus 7 sections of single-sided shelving (at an approximate cost of $1,000), for a total of $6,400. Seven sections of single-sided shelving ($1,000) will also be needed in the law alcove at that time.

Seminary Library

In the Seminary Library stacks there is room on the current shelves for about 3 years of expansion at the present rate of growth (not considering the impact approximately a doubling of book purchases that will result from the $50,000 additional appropriation voted for seminary books in 1987). Additional space will be needed before 1990. This need can be met by the Seminary Library expanding into what is now the "back" Reference Room. In fact, this will provide enough room so that the A and C classifications can be moved downstairs into the Seminary Library. Moving A and C will have the beneficial effect of helping to remove some of the congestion in the General Stacks (as noted above), will place the older A and C reference books near the Reference Department, and also place the C archaeology books in the Seminary Library.

The Seminary Library collection has always been defined by LC classification rather than being strictly the materials purchased with seminary library funds. For example, the Seminary Library includes the BF classification (psychology) because it is part of the Library of Congress B classification. A shelf-list record of seminary library purchases is kept, regardless of where in the library the books are physically located. The seminary, the library and the rest of the university community have benefited by the present integrated arrangement.

Even with the move of the A and C classifications to the Seminary Library, the additional space made possible by moving general reference books would allow for expansion until 1996.

The Seminary Library reference and periodical sections will have somewhat less room for expansion. With current shelving, they both have room for expansion for 6 years, or until 1993. These sections could be adequate until the projected expansion in 1995 through various methods--for example, weeding of Seminary Reference, moving a few periodical titles to the Periodical Department, or using a few shelves for bound periodicals that are currently being used for books.

Teaching Materials Center

The Teaching Materials Center's facility is adequate for materials expansion until 1995 with additional shelving, filing cabinets and microform cabinets. An expenditure of about $500 will purchase additional hardware so that existent shelving in storage can be used. In addition, weeding of files and the AV collection would make additional room.

Periodical Department

The Periodical Department is currently in the best position of any of the larger library departments for space. For general bound periodicals there is currently room for expansion until approximately 1999, based on the following five assumptions: 1) that the number of subscriptions ordered remains static for the next 12 years (the total number of current subscriptions for the library, including Seminary Library and Architecture Resource Center, is 3,450); 2) that no gift periodicals are accepted; 3) that additional back runs of journals are not purchased; 4) that the size and frequencey of the journals presently subscribed to remains the same; 5) that no weeding is done.

When the library is expanded, even more space will be created by moving into the General Stacks several cataloged book sets (the Congressional Serial Set and the Parliamentary Debates) that are currently housed in the Periodical Department. In addition, consideration should be given to replacing in microformat some of the space-consuming lesser-used materials (e.g. the Congressional Record) that are needed by a research library. This would, of course, necessitate a greater allocation for microform readers and reader/printers than has been possible with current library equipment funding.

The Periodical Department plans to establish a weeding policy, and to do some judicious weeding of that collection. This, as well as the more frequent moving that becomes necessary as the collection more nearly fills the available space, will have a significant impact on staff time.

When the library expands, the library should consider the possibility of using compact (movable) shelving to save building space. Unfortunately, the current structure is not built to allow this additional weight on the upper floors, but it may be possible in the Periodical Department. Compact shelving, while it costs more than regular shelving, results in smaller buildings, and less expense for utilities and other maintenance. Standard 6 recommends that plans for additional building give consideration to both the load-bearing requirements of compact shelving, as well as the wiring needs for automated systems.

The major current space need of the Periodical Department is for shelving for its indexes. This immediate need will be met during the summer of 1988, when the Reference and Periodical departments plan to trade some shelving for their mutual benefit.

Adventist Heritage Center

The Adventist Heritage Center has an ever-expanding collection of Adventiana. This collection is one of the jewels of the James White Library collection, and scholars come from distant places to do research in this outstanding collection. However, there are perennial space problems. An active acquisitions policy rapidly results in inadequate space. Parts of this collection are becoming very tight (for example, the movable shelving). Several new collections were acquired or initiated in FY 1987 alone (e.g. the Sharffenburg and Evangelism collections). The present facilities will probably be adequate until 1995, but only with the addition of more shelving.

Long-range space planning for the Adventist Heritage Center is more problematic. Because of the expense of building the vault, it is unlikely that this department will move at the time of building expansion. However, it is currently hemmed in on almost all sides, and is already using a less-than-desirable layout, as it has acquired various rooms that were not part of its original plan. Future expansion may have to include space in part of the current Periodical Department. It is fortunate that the Adventist Heritage Center was able to expand at the time the Horn Archaeological Museum moved from the library. Space would be extremely tight now if this had not happened. A private office for the curator should also be part of the plan for an expanded Adventist Heritage Center.

Ellen G. White Research Center

This area in the library building is good news in this space planning report: there is no immediate or even long-range projection of need for additional space. It is very helpful that their collection is basically static, with only the addition of some secondary resources. The vault will probably have to be rearranged, with some additional

shelving. These facilities are much more adequate than the former facilities located in the seminary building.

Music Materials Center

At the other extreme for space is the Music Materials Center (MMC). This facility, located in the Music Building, is so crowded that there is absolutely no room for expansion at all. Plans for changes in facilities there are integral with the university's plans for the Music Department and its facilities generally. The Music Department is accredited by the National Association of Schools of Music. An adequate music collection appropriately housed is an accreditation requirement, but there is specifically no requirement that this be a branch library or located outside the main library. In fact, given the level of academic program and number of students, the James White Library is highly unusual for having such a branch.

One problem faced by users of this collection is that the music reference materials are located in the MMC while the general music collection is in the main library. The library has three options to deal with this: 1) leave things as they are now; 2) unite the entire collection in the Music Department; 3) unite the collection in the main library. The first option has the disadvantage of being expensive to staff as well as being not entirely convenient for users. While the second option would be most ideal for Music Department users, it is also the most expensive, especially in staffing, and would also require new facilities because of space problems. The third option would be the least expensive and, like the second option, would have the advantage of having a united collection. It would be the least convenient to the Music Department, but university budgeting priorities do not allow the library to perfectly meet the convenience of every library user. Library planning in this matter very much depends upon university academic planning.

Architecture Resource Center

The Architecture Resource Center was established in FY 1987, and will be filled by about 1990. As with the Music Materials Center, the facilities of this departmental library depend on its host academic department. An adequate and appropriate branch library are required by this department's professional accrediting body, the National Architectural Accrediting Board.

Seating

ACRL Formula C gives the number of seats required for a residential college library--one seat for each four FTE students. Therefore, minimum seating for this library is 550-625. Total library seating presently stands at 991, broken down as follows:

Adventist Heritage Center	20
E. G. White Research Center	42
Periodical Department	128
Subtotal: lower level	190
Reserve Room	41
Reference Room	90
Seminary Library	165
Subtotal: main level	296
General Stacks	377
Teaching Materials Center	87
Subtotal: upper level	464
TOTAL MAIN LIBRARY BUILDING	950
Architecture Resource Center	19
Music Materials Center	22
Subtotal: outside main library	41
TOTAL LIBRARY SEATING	991

The proposed expansion of the General Stacks (above under General Stacks) will eliminate 17 tables of seating. At 6 persons per table, this translates into a seating loss of 102.

The library staff believe that the removal of many of the "study" tables in the General Stacks and Periodical Department will be beneficial, and that actual useable seating will be increased. Use of tables for seating in academic libraries is primarily a holdover from the past, when libraries were often used as study halls, and had monitors to control student behavior. However, academic libraries (including this one) do not now have sufficient staff to monitor student behavior. Thus, users are "on their honor" to behave appropriately.

The library staff has observed that tables are used in the following ways: group study and/or socializing (often disruptive behavior that is obnoxious to those who want to study), one person studying alone at a table (wasting the other 5 places), and spreading work out over a large work area. The library staff would like to eliminate the first use in general study areas, feels that the second use is much more effectively met by the use of pinwheel carrels, and will leave enough tables for the third.

Group study, while sometimes a legitimate need, should not be encouraged in general study areas. Rather it should be met through use of conference rooms, which are woefully inadequate in this library (a need which must be addressed in the next expansion). It

has also been observed that students who want to study tend to congregate heavily in the Reference Room and Seminary Library (sometimes using most of the available carrels), leaving the tables in the General Stacks empty or for the socializers.

Thus, the remaining seating in the General Stacks will be much more usable if 14 more tables (84 seats) are removed and replaced with 16 4-person pinwheel carrels, two parallel carrels (2 persons) and 1 double carrel (1 person). The total sseating in the new carrels will be 67 persons, for a net loss in this section of 17 seats. The total loss of seating on the top floor of the library will be 119. The total seating in the General Stacks will then be 258, and the total on the top floor will be 345.

The Periodical Department has similar problems with its study tables. It is recommended that 12 of these tables be replaced by 12 pinwheel carrels. Total current seating at the tables is 65; the carrels will seat 46, for a net loss of 19. These changes will leave the total library seating at 855, comfortably within the ACRL standards.

Pinwheel carrels cost $900 each, so 28 of them cost $25,200, plus the cost of the parallel and double carrels. It is recommended that this change be made at the time the other tables are removed to make room for additional shelving in the General Stacks before 1990.

Doctoral Study Booths

As the doctoral programs have expanded, a critical shortage of closed doctoral carrels has developed. At present, it is the library's policy to assign one of these booths to any doctoral student working on a degree full-time after that student has passed the comprehensive examinations. The student uses the booth while writing the proposal and dissertation. Even though the number of students needing these booths varies somewhat during the course of a year, currently there are frequently at least two, and sometimes as many as four, students in both the School of Education and the Seminary whose need for a booth the library is not able to accomodate. Sometimes a student is almost ready to graduate before a booth is available.

Many of these students desperately need these booths. Some are from foreign countries and only have a limited amount of time to finish a degree. Many have families with them, making serious study and writing at home almost impossible. There is a critical immediate need for an absolute minimum of 2 booths (and as many as four booths) in both the Seminary Library and General Stacks (for the School of Education). Projections over the next five years indicate that a total of four additional booths in each area should be adequate to meet the need. Plans have been drawn, and the cost for these booths will be about $750 each. Space is available, and it is urgent that the building of these 8 doctoral booths proceed as soon as possible.

Lack of sufficient booths prevents the library from assigning booths to any Andrews University faculty member working on an advanced degree, here or elsewhere. While it is customary in academic libraries to make at least a limited number of such booths available, there simply have not been enough of them for this library to accomodate this need. Future library plans should include this need.

Signs

For many years the library has needed a comprehensive system of signs. At present, there is an ad hoc system, which is both esthetically displeasing and inadequate to help patrons use the library effectively. The development and installation of a sign system should be part of the building process of any new public building. Unfortunately, this was not done at the time of the last library expansion.

One of the most desperately-needed signs is a usable up-to-date map of the library. The inadequate map that was formerly used was recently removed, not only because it was confusing and even deceptive, but it was inaccurate due to changes in the basement several years ago.

The Library Director has established a sign committee from the professional staff. However, that committee is always stymied because of a lack of funds. Good sign systems do not come without some cost. When funds are made available, some campus resources (possibly art, architecture or graphics departments) should be consulted in developing and implementing an integrated library sign system that is both esthetically pleasing and useful. This committee will submit a written plan and cost estimates by the fall of 1988, and the new system should be in place by the end of 1989.

CHAPTER 4

GOODBYE, GUTENBERG?
INFORMATION TECHNOLOGY, LIBRARIES AND THE FUTURE

As the James White Library develops its strategic plan for the future, it is instructive to consider the impact on the library of current and emerging information technology, particularly computer technology. One of the most perceptive library commentators on this phenomenon is Richard De Gennaro, formerly Director of Libraries at the University of Pennsylvania, now Director of the New York Public Library. His two most important articles have appeared in Library Journal. Both are worth reading, but are summarized below, with appropriate comments.

In "Libraries, Technology, and the Information Marketplace," (LJ, June 1, 1982, pp. 1045-1054), he squelches the speculative reports of the death of libraries that have appeared in the popular press and some futurist writings. "The truth is that libraries are alive and well and adapting to a changing world," and continue to serve users in both old ways and new. He is wary of technologists and futurists who predict that "books and other forms of print on paper are on their way out, along with the libraries and librarians whose stock in trade they are." He warns that no one can predict the future with any accuracy, and libraries need continued support because they work, and because they contain the knowledge resources upon which our information society is based.

He notes that even though some of the more radical futurists predict a "paperless" society, there is

> another, equally impressive and much larger body of experts, who [think] that electronic and print media [will] coexist and complement each other, that books [will] survive, and that technology [will] reinforce and revitalize libraries. Those more conservative experts [are] closer to the mark, but moderate forecasts are never as newsworthy as the dramatic ones.

He states that "nothing is impossible to the man who does not have to do it. The practitioners who are charged with managing libraries and information businesses tend to be more realistic and focused in their views." Anyone can enjoy the "intellectual sport" of speculating about the future wonders of information technology, "but some of us--managers, trustees, entrepreneurs--must try to see and assess the near-term future of that technology and make plans to use it appropriately." He defines "near-term future" as five to ten years ahead--beyond that is guesswork. It is the intent of this strategic plan to make recommendations regarding technology and other projected needs for the near-term future of the James White Library.

De Gennaro then discusses in detail what he sees as the myth of a "paperless society," and states that no convincing case has yet been made for the imminent end of print on paper, especially in research libraries of record. He finds the claim that libraries are obsolete, are of minor importance in information storage and retrieval and in fact will quietly fade away to be not only unfounded, but to be "one of those 'big lies' that should be refuted before it gains wide acceptance through repetition."

De Gennaro notes that libraries are by their very nature unprofitable. "The use of new technology will not change the basic functions of libraries: to acquire, preserve, organize and make available the records of human achievement." He then states that while the idea that electronic technology will put an end to libraries is a myth, and that libraries are here to stay, they are "by no means going to stay the same."

It is this revitalization of libraries through new technology and services that De Gennaro addresses in the second article. "Shifting Gears: Information Technology and the Academic Library," (LJ, June 15, 1984, pp. 1204-1209) is probably the definitive statement on how academic libraries should address the current and future revolution in information technology.

De Gennaro observes that the "practical reality is that users continue to need libraries, and librarians must meet those needs with the resources and technologies now available." Information in print and electronic form will continue to coexist for at least another two decades, and the role of librarians remains unchanged--selecting, organizing and making information freely available to those who need it. However, librarians will have to guide their libraries through a major transition "from the collection-centered institutions that they are today to the access and service-oriented institutions that they must . . . become in the next two decades."

De Gennaro sees a quiet revolution beginning in academic libraries, and that by the end of the decade libraries will be profoundly different from those of the past, primarily through the use of new information technologies. The challenge to librarians is two-fold: 1) to automate their public catalogs and internal operations and deal with large quantities of information in a variety of electronic forms, and 2) to continue to strengthen traditional collections and services. The challenge to those who fund libraries is to provide the financial resources to accomplish these tasks. He observes that the way libraries are operated and funded must change if they are to "continue to fulfill their mission of supporting instruction and research in this rapidly changing environment."

This will be especially difficult because it is at exactly the time that libraries are struggling to maintain their traditional collections and services in an environment of inflation and eroding support that they must have resources to computerize many of their operations. Increasing

demands are being placed on libraries at a time of severe economic pressures. The combined effect of these is causing a fundamental change in the ways libraries support research and teaching, and in the allocation of library funds. In the past, libraries were judged primarily by their collection, particularly its size. The director's job was to get and spend as much money as possible on books and journals. In fact, in the view of some in the academic community, spending money on the collection was good, and any other library expenditures were bad or, at best, a regrettable necessity.

Now the emphasis in academic libraries is shifting from collections to access. "Providing access to information will be the principal goal and activity, and coping with technology and change will be the principal driving forces of the emerging information age library." Those who use and financially support libraries must recognize and accept this new reality. The appropriate responses include a willingness to embrace new technology and accept change. No research library will be able to meet all of its patrons' information needs from its own collection, and will have to have access to the collections of other libraries.

> Faculty and administrators must accept and support the library's growing need to spend money, not only to purchase books and journals, but also to pay for computer systems, telecommunications, network participation, and for the various other charges and fees that go with obtaining access to information in new ways and new forms.

Resource sharing, important though it is, is a supplement to, and not a substitute for, a strong working collection. Routine library needs must continue to be met from a library's own collection in the future, as they have been in the past. However, a growing proportion of users' special, occasional and peripheral needs will have to be met from external sources. In addition, an increasing amount of information will be available only in electronic form. Thus the "information mix" will change. The excellence and usefulness of a library in the future will be measured not only by the quality and quantity of its own collections, but also the range of resources that its staff is able to deliver to users by conventional and electronic means. "Users will no longer be limited to what a library has, but to what it can provide." Those libraries that fail to do this will lose the right to be called research libraries.

Thus it is time to shift gears and "begin making comprehensive plans and a convincing case for adding a new electronic dimension to the library's traditional mode of operation." Even going part way to this correct goal is better than going a long way toward the wrong one. De Gennaro states:

> I believe the right goal for a research library in the next decade is to plan and implement a comprehensive program for using computer and communications technologies to add a powerful new electronic dimension to supplement and enhance its traditional

> collections and services. At the same time, it must also continue to strengthen its traditional collections and services and provide the necessary physical facilities to house them. The electronic dimension cannot be developed at the expense of the traditional; both must be given equal importance.

In formulating a plan to achieve this, De Gennaro gives four major tasks. The first objective is to implement an integrated system including an online catalog, with appropriate internal and external network interfaces. Second, the library must convert its card catalog to machine-readable form and add these records to the online catalog. Third, the library must continue to strengthen its own book and journal collection while also developing its capacity to provide access to scholarly resources located elsewhere. Fourth, the library must provide space for its various activities during this time of transition. This present strategic plan addresses all four tasks given by De Gennaro.

Concerning retroconversion of present library book records into computerized form, he warns that it is important that bibliographic access to the entire collection be available in computerized form. "If those books are represented in the online catalog, they will continue to be used, if they are not, they may be overlooked and the library's investment in them will be lost." Experience has shown that once a library has an online catalog, even a partial one, most users will use it only and will ignore any vestigial card catalog. The online catalog must be made as complete as possible.

In doing space planning, De Gennaro suggests serious consideration be given to using compact (movable) shelving where floor capacities permit. "Empty aisles are becoming an unaffordable luxury in large libraries."

> The cost of implementing these objectives and operating libraries with this added technological dimension will be high. We must face this fact openly and honestly. We must not try to justify this major investment in advanced techology on the grounds that it will reduce costs, because it will not. The reason for making this investment is not to save money, but to enable libraries to better serve the research and instructional needs of their parent universities in an information society and a high technology world. If the library fails to make this transition the tremendous investment that universities have made in their library collections and facilities will be seriously undermined. Libraries must keep pace with new information technology and the changing needs of users, or they will lose their support base and their role as the principal provider of information services to universities. If this happens, alternative means of meeting the universities' growing needs for information in electronic form will have to be developed outside the library--and probably at a much higher cost in the long run.

The task, then, is to find the resources to "invest the large sums of money needed to add this electronic dimension to our libraries. We

cannot bootstrap our libraries into the electronic age." De Gennaro notes that in the past, pressure to automate certain functions of the library came almost entirely from the librarians themselves. "In the future, it will come from computer-wise students and faculty." This is already happening in the James White Library.

Where will these capital funds come from? "They will turn to the same sources they turn to for capital funds to build new buidings and to finance other important new programs." This will be part of the larger problem of bringing universities into the electronic age. Funds will come from fundraising campaigns among alumni, foundations and corporations.

> The question, in my opinion, is not whether, but when and how libraries will get the money they need to retool for the electronic future. Universities generally find the money to do what they have to do.

CHAPTER 5

COMPUTERIZATION IN THE JAMES WHITE LIBRARY

History

Historically the James White Library has been a leader in library computerization and automation, both in Michigan and among Seventh-day Adventist libraries (for a history of the use of computers in the library, see Appendix C). This library, along with other Association of Independent Colleges and Universities of Michigan (AICUM) libraries, helped establish the Michigan Library Consortium (MLC) in 1973-74 to provide OCLC (Online Computer Library Center) services to libraries in Michigan. The library began using the OCLC cataloging service in November, 1975.

In 1983 the library was among the first Michigan academic libraries to use OCLC for library book ordering. The library also uses OCLC to electronically process many of its interlibrary loan requests. These electronic services have enhanced both the quality of service to the academic community and the efficiency of the library staff.

Online Public Access Catalog

The next step in automation for the library is a large one--the installation of an Online Public Access Catalog (OPAC) as part of an integrated online system. The automation done previously was preparatory to this important new venture. During the time that Mary Jane Mitchell was Library Director, she established an ad hoc committee of library professionals to study the feasibility of initiating an OPAC at that time. That committee advised her to wait several years because of the cataloging changes (to Anglo-American Cataloguing Rules II) happening at that time and because the computer software then available needed further development.

This library was well advised to wait at that time. Now, however, these two reasons for waiting no longer apply. The change to AACR II has been made, and much sophisticated software has been written and is in use in many libraries. Hardware has also become cheaper, smaller and more efficient. The argument can always be made that software will become better in the future and hardware cheaper and more sophisticated. As is true in many other technical fields, this is usually true at any given time; however, following that line of reasoning would prevent one from ever making a change because there's always something bigger and/or better "just down the road."

The library has not been a leader in the development of an OPAC. Other libraries have borne the development costs and made the inevitable mistakes made by pioneers. Richard De Gennaro states in his excellent article about planning for the installation of an OPAC, "Integrated

Online Library Systems: Perspectives, Perceptions, & Practicalities" (Library Journal, February 1, 1985, pp. 37-40) that these libraries experienced "all the pains and pleasures of pioneers who, as we all learned in school, suffer terrible hardships before they get to the promised land--and many never get there." But that era is now history. Good systems are now available, and it is time for the library to plan what it will be like in the 21st century.

While the argument that "everyone else is doing it" is not in itself a strong one, it is instructive to be aware of what our peers are doing. Many of the academic and research libraries of this region have installed or are in the advanced stages of planning OPACs, including but not limited to the University of Notre Dame, Western Michigan University, Michigan State University, the University of Michigan, the Library of Michigan, Wayne State University, Oakland University, Michigan Technological University, the University of Detroit, Hope College/Western Theological Seminary, Kalamazoo College, and Alma College. In Seventh-day Adventist higher education, Union, Southern and Southwestern Adventist colleges have operating systems, and Pacific Union College and Loma Linda University are in the planning stages.

Many public libraries have also automated their catalogs. Probably within the next five years, certainly in the next decade, an OPAC will be an expected service in all but the very smallest libraries. Already with increased frequency patrons ask the public services librarians where our online catalog is. Accrediting agencies, particularly the North Central Association, will no doubt be interested in our progress toward an OPAC as well.

An OPAC is superior to a manual card catalog because it combines greater efficiency with better service. A manual card catalog is a laborious system to use and is labor-intensive to maintain. One must not assume that there are no costs for our current card catalog. Present approximate annual costs include $22,000 for labor ($7,000 for student labor [40 hours per week at an average of $3.60/hour], and $15,000 for staff labor [30 hours per week at $9.25/hour including fringe benefits]), $5000 for card production and about $2,000 for furniture. This makes a total annual cost of about $29,000 for maintenance of the catalog only. Book circulation and periodicals check-in and record-keeping are also labor-intensive operations, and costs for these are not included in this total. One could not expect to operate an online system without costs, both in equipment and labor; however, such costs should be no higher than the present cost of maintaining a manual system.

The best reason for the inauguration of an OPAC, however, is in the increased service that can be offered our various publics. The two keys to this are the speed of a computer and its ability to locate desired information anywhere in its memory, not merely through the limited access points built into a manual system (e.g. author's surname, first word of title, controlled-vocabulary subject terms). A properly-designed computer system quickly unlocks for the user many of

the "treasures" of a library that would not have been found using a manual system.

An Integrated System

The integration or interfacing of library bibliographic and access functions in one centralized system with various subcomponents is a major advantage of an integrated OPAC. Using one system, a user can search the book catalog and periodicals holdings as well as the status of the material--in process (ordered, in cataloging) and circulation (on shelf, on reserve, checked out and due on a certain date).

An integrated online system also frees the cataloging information from one physical location and makes possible access to all the information in the system to anyone with a microcomputer, modem and telephone. This would greatly enhance library use by faculty, staff and students. In addition, the library's special collections--Adventist Heritage Center, Teaching Materials Center, Architecture Resource Center and Music Materials Center--will have access to the complete bibliographic holdings of the library. This will greatly enhance their ability to serve their users, both by having better access to their own collections as well as being able to identify holdings of other library entities. For example, the Teaching Materials Center presently has no catalog to its own collection other than the main catalog one floor down. This greatly complicates their ability to assist patrons in the use of that collection.

An OPAC will also make possible much greater access to the information resources of this library by the greater Southwestern Michigan community. Other libraries in the area, including the local public libraries, as well as individuals, will be able to have very accurate and sophisticated access to the library collection.

System Specifications

A desirable integrated computer configuration for James White Library is as follows: an integrated system that includes an online public access catalog (OPAC), circulation system, periodicals processing and holdings information, and has electronic access to cataloging and acquisitions information. The public OPAC will at minimum have browsing capability in the author, title and subject files, keyword (any word) search capability with boolean operators (ability to combine terms) in at least the title and subject indexes. There will be the capability of developing bibliographies and printing them. There will be useful help screens available as needed. The capability of giving instructions and help screens in languages in addition to English is desirable. Also very desirable is a helpful system of cross references.

The circulation system will be able to charge out and check in books (using bar coding), have the circulation information attached to the record in the OPAC so that a user can check the circulation status of a book, generate overdue notices and fine records, and generate sophisticated statistical reports. Generating such reports by hand, if possible at all, is very time-consuming. However, ability to generate such reports is very useful, particularly when working on accreditation documents. For example, a statistical study of the circulation of materials to seminary students would be very helpful in writing documents for the Association of Theological Schools.

Code 39 bar coding already used on student ID cards is compatible with available OPAC systems. Another benefit of using an automated circulation system is that it will protect the privacy of library users, something which is not possible with the current manual system which has the circulation history of each book in the card pocket for every book on the shelves.

The periodicals system (which may be a parallel system that interfaces electonically with the OPAC) will include complete current and historical holdings information for the main library and its branches and allow for electronic ordering, check-in, claiming of missed issues, binding and other technical services.

A more detailed checklist of possible OPAC features is found in Appendix B. This list will be used to compare available systems, and will no doubt change during this process. A careful comparison of features will be made before purchase, and it is probable that some tradeoffs of desirable features be made at that time, necessitating setting priorities of desired features.

System Selection

Several discrete, but interrelated, tasks must be completed before this system is a reality. Obviously, hardware and software must be selected, purchased and installed. The selection of a vendor is the most important task. There are currently 10-12 vendors which have the proven ability to install such a system based on their experience in other libraries of this size or larger.

An integrated online library system is complicated, but fortunately most of this developmental work has already been done in other libraries. The library benefits ~~from this~~ both from having fewer problems in installation and use, as well as the financial advantage of being able to spread out developmental costs among many users. To develop a locally-programmed OPAC would be very expensive. It would be very labor-intensive for programmers and librarians, who would have to spend many hours explaining library tasks to programmers. Developing an inhouse system is like re-inventing the wheel. As De Gennaro states, "By the beginning of the 1980s, the message had come through loud and clear: original systems development was beyond the capability

of individual libraries and could only be done by library networks and commercial vendors." Sophisticated turnkey systems are available at a reasonable cost. Much of the expense of an integrated OPAC is in hardware rather than software.

Vendor reliability and the ability to support an installed system are very important. Checking vendors' "track records" will be essential. One must also consider whether a particular vendor is likely to "be around" ten years from now. References of current comparable users will be required, and site visits to actual library installations of the finalists arranged. Fortunately, most major vendors have an appropriate installation within a one-day's drive of Andrews University. De Gennaro recommends that libraries should only seriously consider those systems that have been installed in a similar library with an equivalent or larger database and number of terminals. "If the vendor has no customer that fits that description, then you should not buy the system."

De Gennaro continues: "Keep in mind that you are not only buying a system, you are entering into a long term dependent relationship with the vendor that sells and supports it. The vendor's troubles become your troubles; the vendor's failures become your failures. . . . Don't believe that it is safe to select an untested or even a tested system because it has been selected by a prestigious library or endorsed by a prominent library director. . . . Prestigious libraries have also been known to make prodigious mistakes. In the end, there is no substitute for doing your own homework."

Unfortunately, in this technical area, as in so many others, the saying that "If it works, it's obsolete" often applies. As De Gennaro states, "Most of the systems in operation and available to libraries today are the product of a passing era in computing." If one wants to purchase the lastest and most sophisticated design, one will most likely do business with a new entrepreneurial company that is subject to the usual problems that beset such companies. This library will attempt to balance between "new and better" and "proven and tested," but will not recommend a system that it so new that there is no track record.

Library staff have made initial contact with vendors and made brief tests of their systems at meetings of the American Library Association. This has enabled the library to reduce the current list of possible vendors to the top three, and two runners-up. During FY 1988, the top three, Inlex, OCLC and ULYSYS, had been contacted for more detailed system descriptions, and onsite demonstrations have been given. Cost estimates have been requested, and have been received from Inlex. The pamphlets "Questions You Should Ask When Selecting a Library Automation System" by CLSI and OCLC's "Planning Considerations" will be helpful during this process.

Many libraries have hired a special consultant to give informed advice on system selection. While this can be costly, many libraries have found this expense to be more than justified. Others rely upon

internal staff expertise--giving another reason to making sure that newly-hired librarians are computer literate, and that present employees receive in-service training in this area. Just how the library resolves this issue is not yet clear, but serious consideration should be given to the possibility of hiring a consultant. When a final decision is made and funding is available, a request for proposal is submitted to the vendor.

System Hardware

While systems are available that run on mainframe computers, minicomputers and microcomputers, the best present match between hardware capabilities, software sophistication and library needs is a minicomputer system. By far the majority of currently available integrated library systems use a minicomputer CPU. In a few years, a microcomputer-based system might be adequate, with optical disk storage providing the necessary large data storage capabilities. However, this technology is not yet developed enough to use for an OPAC in this library. This may be an option at a later date, but at present it is better to stay with a proven system, especially the complex needed software.

Mainframe library systems are designed to run on computers already installed somewhere else on campus--usually IBM computers. As there are no developed library systems designed to run on a Sigma computer, and as it would not be economically feasible to install a mainframe exclusively to run a library OPAC, the mainframe option is not feasible for this library.

Retroconversion of Records

In addition to hardware and software, there must be machine-readable information to place in such a system. Fortunately, all cataloging done since November, 1975 is already in machine-readable form and must only be "cleaned up" before it can be loaded. As of January 1988, this information represents records for approximately 141,291 book titles. In addition, of the 250,914 titles in the library on November 30, 1975, cataloging records for approximately 81,648 titles have been retroconverted into machine-readable form, were put into machine-readable form when they were recataloged from the Dewey Decimal Classification system to the Library of Congress system, or were withdrawn. This results in an approximate total of 222,939 title records that are currently in MARC (Machine Readable Cataloging) form on OCLC, which is 57% of the 392,205 titles (500,376 volumes) held by the library in January 1988.

De Gennaro states: "Computer systems become obsolete and are replaced in time, but the library's catalog database is a permanent asset--or liability--depending on the care with which it's created and maintained." This library has always attempted to maintain a quality

card catalog, and intends to continue to maintain a quality database of machine-readable information. The old computer adage certainly applies here--garbage in, garbage out. It is also essential that a purchased system be "MARC in, MARC out"--that one be able to retain full MARC records in the system as insurance against the day that the system will be changed.

In order to determine actual usage patterns in the library, the Strategic Planning Committee requested the Circulation Department to tabulate statistics on all books in circulation on March 1, 1987 (see Appendix D). Statistics were gathered by general classification area and by whether or not the items in circulation had bibliographic records in machine-readable form. Although 57% of the total collection is represented by machine-readable records, the committee wanted to know how many of the books actually in circulation are represented by these records. Contrary to studies that indicate that most of a library's circulation is represented by items purchased within the last 5 years, this survey found that over 45% of the books in circulation are 12 or more years old, and that 36% of total circulation is represented by bibliographic records that are not in machine-readable form. Over half of these are in the B classification (psychology and religion).

Completion of the retroconversion of records of books cataloged before 1975 is therefore a very important task facing this library, making the loss in 1986 of the staff worker who was doing reclassification and retroconversion a particularly grievous one. This survey also enables the library to set priorities for the retroconversion project (see Appendix D).

Periodical Department

While periodical holdings information was one of the first computerized databases created by the library (see Appendix C). This locally-produced system no longer meets the needs of the library, both in its ability to handle periodical processing needs, as well as its not being in the national library standard (MARC) format that is necessary for this information to be integrated into or interfaced with a central library system and entered into regional and national holdings lists.

Two major criteria will be used in judging potential new computerized periodical processing systems: that the system has the capability of being integrated into or interfaced with a library-wide computer system (as well as national and regional networks); and that it have the capability of doing the major technical processing required for a serials collection. In implementing such a system, the Periodical Department faces two major tasks: because the current manual and computer records are not in MARC format and are not in usable condition for computer input, the holdings information must be checked and

verified so that this information can be accurately input using the MARC format, and actually inputting the information.

Periodical holdings in MARC format are essential not only for internal use in integrating holdings information into one system, but also so that holdings information can be input into OCLC. This will enable other libraries to know what the library's periodical holdings are in much the same way that they currently can check about half of our book holdings. Centralized holdings information is essential for successful regional and national interlibrary loan systems. The libraries of the Southwest Michigan Library Network are particularly eager that we complete this project. It is especially helpful to the scholarly community for us to input our rare and more unusual holdings.

While the MARC record is an essential common element for all automated library systems, there are specialized computerized systems available (such as Faxon's Microlinx) that make it possible to computerize periodical processing functions while also feeding appropriate holdings information into a local integrated system. Purchase of a periodical control system will be done in view of the library's goal of an integrated system, with all library departments moving in tandem toward this goal. There will also be a need for staff time to do the verification of holdings and inputting of records.

The Periodical Department has evaluated three periodical control systems, and finds that Faxon's Microlinx will best serve the library's present and anticipated future needs at the most reasonable price. Its benefits are: 1) electronic ordering of periodicals; 2) electronic "flagging" of late and/or missing issues; 3) ability to issue claims to Faxon electronically; 4) system-initiated binding reminders and binding slips; 5) MARC format for bibliographic information; 6) excellent service and back-up from Faxon representatives; 7) downloading of all information on titles the library already purchases through Faxon at no extra charge when the software is purchased (which is not insignificant, as the library purchases about 2,650 titles through Faxon, and the charge for downloading of non-Faxon titles is $3 each); 8) accurate and current accounting information on all periodical subscriptions--a great need which is lacking in the current system. Microlinx can currently be interfaced with some turnkey OPAC systems, but whether it is or will be made compatible with all others is unknown.

When a new periodical control system is installed, the library plans to re-establish the procedure of having the Periodical Department do the periodical technical processing tasks for all library departments, including the Seminary Library, the Adventist Heritage Center and the Architecture Resource Center. This will enable the library to eliminate wasteful duplication of effort, and to have one complete and accurate central database of periodial holdings--something which is currently far from reality. Printed copies of this holdings list will be available throughout the library, as well as appropriate places outside the library.

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The estimated cost for purchasing hardware and software and starting up the system is between $12,000 and $14,000, depending on the exact hardware configuration. This also includes training. The yearly fee is $800 plus $20/hour for telecommunications. Telecommunications will be minimal on a regular basis, as it will be used primarily for the transmissions of orders and claims. Faxon also plans to introduce enhancements to this system such as bar-coding, which may be used for periodical check-in and circulation.

The impact on staff and procedures of installing a new system must be considered. To ensure a smooth transition, for the first 6 months the library will check in periodicals on both the old and new systems, which will add 1-2 hours of work per day to this process. The staff will also need training and time to become accustomed to using the new system. Finally, as with book retroconversion, temporary staff will be needed to enter the historical data for nearly 6,000 titles (about 3,450 active titles and 2,532 dead titles). In addition, records for 1,683 periodical titles in the Adventist Heritage Center will need to be verified and input. This will be labor-intensive because of the unique nature of many of these titles. It will take a full-time person about one year to accomplish verification and input, at a cost of $18,000.

Installation of an Integrated System

Installation of an OPAC, retroconversion of book holdings information, and computerization of periodical holding information are interrelated steps necessary to reach the goal of a total integrated library system; however, they are also somewhat independent. They do not all need to be completed simultaneously in order to benefit the library and its users. For example, some large libraries (including the Library of Congress and Northwestern University) inaugurated an online catalog before their retroconversion was completed. Many libraries, including ours, have been doing retroconversion as staffing and funds allowed with an eventual goal of an OPAC, but without a specific installation date established. The final goal of a completed project must always be kept in mind, and definite completion dates set. A partially-completed retroconversion project may be tolerated for a time, but is not an acceptable long-term situation.

The following is one possible scenario for this library if simultaneous completion of all segments of the project is not possible: at the time of the inauguration of an OPAC, place computer terminals where the card catalog is now located, discard all computer-produced cards from the catalog and place the remaining cards in the minimum number of drawers possible, place this reduced catalog either in a portion of the current catalog area or in the neighboring area of the Reference Room, leave the remaining cards in the catalog until retroconversion is completed and then remove the catalog.

Costs and Timing

The current estimated cost for hardware and software for an integrated OPAC of the size we will need is about $300,000. The approximate cost of doing book retroconversion is $129,000. This estimate is based on a total of approximately 177,000 titles, and a labor cost of $7.50 per hour doing 20 per hour. That results in a labor cost of $.38 per title, which is added to the OCLC cost of $.35 per title for a total per title cost of $.73. It would take one person working 36 hours per week about 6 years to complete this project. Preparing the computer tapes for loading into an online system will cost an additional $50,000.

To date the following classifications have had the initial phase of retroconversion done (matching holdings with existent OCLC records): C, D, E, F, G, H, J and PR through PZ. The second phase of retroconversion for these classes remains, which means inputting records not current in OCLC--a much more time-consuming task than the phase one task of matching our holdings with existent OCLC records. Phase one retroconversion of the B classification has begun; the remaining classes are untouched.

Action needs to be immediatly commenced on the retroconversion project so that this task can be completed within a reasonable time. The library needs to set priorities of which classification sections are most important to be done first--most likely those parts of the collection that are most used, as determined in the circulation survey described above.

There is no question that the library will have to make the conversion to an integrated online system. The only remaining questions are how and when it will be done, and how it will be financed. Several financing options exist, and it may take a combination of these sources to complete the project. Possible external funding sources include foundation or government grants, gifts from individuals, and church appropriations. In the past, some foundations have given significant gifts to support similar projects. While this project is no longer innovative in the library field, and so may exclude some foundation sources, if immediate action is taken some monies from these sources may still be available.

It is essential, however, that the institution make a commitment to this project and urge the institutional development office to expend considerable effort to locate funding. It may also be possible to solicit individual or corporate gifts. The university will have to be prepared to finance some of this project itself, which includes both capital expenditures (e.g. computer hardware) as well as operating expenditures involved in this project.

The problem of the completion of the Dewey to LC reclassification project is a vexing one. The loss of the cataloging worker through

attrition in FY 1987 was ill-timed, as she would have been able to finally complete this project, begun in the early 1960s at the merging of the Emmanuel Missionary College and Potomac University (Seminary) libraries, within that year. What remains of the Dewey books are the 500s, 600s and 800s. While these older books are not heavily used, it would indeed be a shame to leave this task unfinished so close to its completion. The library staff, with the assistance of faculty in the various affected disciplines, has weeded these sections so that only those items with continuing value receive the additional investment needed to reclassify them. The reclassification project needs to be completed along with retroconversion, but the library staff will have to carefully consider the priority this project will take.

Several factors influence the timing of the inauguration of an integrated an OPAC. First, the library is running out of room for expansion of the current card catalog. This will happen by 1994 at the latest without expensive structural alterations. Each new card cabinet currently costs $2300, with an average of one cabinet being filled each year. However, because of the large amount of time it takes to transfer cards, expansions of the catalog usually are only done when 3 to 5 sections can be added at one time.

The present author/title cabinets will be filled by the end of 1988 at the latest. At that time, there is room for a maximum of three more cabinets. This additional space will be filled by about 1994. The present subject cabinets will be filled by about 1989/90, and there is room for only two more cabinets there, which also will be filled by about 1994. These additions to the catalog will make the catalog area very crowded, and will leave little or no room for tables for patron use while using the catalog. Purchase of these additional catalog sections is a poor long-term investment, as they will be replaced by a computerized system shortly after their purchase.

It would be advantageous to have an OPAC system well along in development before the next visit of the North Central Association in 1989, as planning for computerization in libraries is essential in the academic community at this time. It would also be well not to repeat the mistake made by Union College several years ago when they attempted to build a new library, move into it and computerize their catalog simultaneously. While it might be easier to simply include costs for computerization in the projected costs of a building, the logistics of the work involved make it far wiser to treat these as the separate projects that they are. The best time for installing at least the first phase of an OPAC is between 1988 and 1990, with retroconversion to be done as soon as possible, but certainly no later than 1995.

Other Computerized Information Systems

The Online Public Access Catalog is not the only impact that computerization will have on James White Library within the next decade. Another trend that has just begun, but shows every sign of

becoming very significant, is the availability of information sources distributed by the producer in computerized form rather than in printed form. Some of these databases are distributed in magnetic form (e.g. the SIGI Plus career guidance system from Educational Testing Service), but many are now becoming available using optical memory, especially CD-ROM. The initial databases are primarily reference sources, such as the Electronic Encyclopedia, Books in Print, the ERIC indexes, Dissertation Abstracts, and periodical indexes.

The library has already acquired SIGI and the four CD-ROM products mentioned above. Just how these will relate to current printed sources remains to be seen, although in many cases the electronic version replaces the print one. For FY 1988, the library does not have plans to purchase additional CD-ROM products, but many more are becoming available. For the present, the library wishes to evaluate equipment needs, demand for staff assistance, and the impact on the library. In the future, many reference works, including periodical indexes, will be available to libraries in machine-readable form. This library will evaluate each one on an individual basis, giving close attention to the cost/benefit ratio in the context of the information needs of the library's users.

CD-ROM is an example of information distribution using a new technology medium that will be necessary for libraries to acquire. This will often cost more than the same information cost in its previous format (in this case, paper) and will not always supersede its predesessor (for example, in some cases a library may have to receive the same information in both paper and CD-ROM format).

How significant an impact this will have on library space planning remains to be seen. Another unanswered question at this time is whether it will be possible to make these databases available as part of an integrated OPAC, or whether each will remain a discrete system. This may to a large degree be decided by the legal questions of copyright.

In 1986 the library replaced a portion of its print Chemical Abstracts indexes with online access to the Chemical Abstracts database at no cost to students and staff. This program allows use of the database in non-peak hours at very attractive rates. Most of this searching is done in the chemistry department, but the cost is paid by the library. Its use has allowed for significant savings, better access to information, and a learning experience for students. This program may be an example for other innovative uses of computers in information delivery.

As noted in Appendix C, the library is using microcomputers in a number of locations for word processing, database management and other internal uses, and this usage will increase in the future. An OCLC terminal has been installed for public use in the Reference Department, and has been very useful for interlibrary loan and other bibliographic verification. An OCLC terminal, primarily for cataloging purposes, has

also been installed in the Teaching Materials and Learning Center. The Acquisitions Department also uses OCLC for online book ordering. However, the OCLC acquisitions system is in the process of changing, which will require the installation before 1990 of equipment costing between $25,000 and $30,000. After that date, OCLC will no longer support the outdated system currently in use.

The library must prepare itself for these and other technological changes and how these changes will impact it. There will obviously be a financial impact, both in acquisition of databases and in the necessary hardware to make them readily available to users. In order to better plan its strategy in this area, the library has established an internal interdepartmental committee on library automation. Much library automation, both an integrated OPAC as well as acquisition of external databases, will impact more than one department, and it is important that each department develops its automation plans with reference to the other library departments which may be impacted by its actions (or lack of them).

CHAPTER 6

STAFF

An organization's staff is one of its most important resources. Much of the success or failure of a particular library to meet its mission can be attributed to its staff. The library has three categories of staff--professional librarians who are members of the university faculty, paraprofessionals (full- and part-time hourly staff members), and student workers. All are essential to the success of this library.

Trends in Staffing

ACRL Standard 4 is used in this chapter to evaluate the library staff. In 1987 there were 0.8 fewer FTE employees than in 1970, even though the library has grown both in size and sophistication, and 1989 is budgeted at a further decrease of 1.0 FTE. It was fortunate that the library during this period experienced increased productivity due to computerization, particularly in the technical services of acquisitions and cataloging.

Since 1970 there has been an increase in the number of professional librarians and a decrease in the number of hourly staff. Appropriately for a university library, this has increased the library's ability to use more thoroughly trained professional librarians at points of public service.

The library added 1.5 FTE workers during 1987 to operate the newly-established Architecture Resource Center. While the architecture accrediting body made their requirement for a departmental library very clear, the North Central Association has made it equally clear that this not be done at the expense of the central library. In spite of that, in FY 1987 one FTE staff position was lost in the central library through attrition, while 1.5 FTE position was being added in the Architecture Resource Center, and as noted above, further cuts are being made in 1989.

The statistics in Appendix A clearly show that the library staff did not participate in the general university growth in the 1970s, so future staff cuts, either through attrition or further retrenchment, would result in a substantial and unacceptable reduction in library services.

It was only through the use of student workers that the library is able to handle its increased work load. In fact, the library has relied too heavily on student workers to do work that should be done by hourly staff and, in some cases, professional work (such as reference assistance). One factor that made the expenditures for

student wages increase rapidly was the extensive use of student special project workers during the early 1980s. While these student hours were not listed in the library budget, their wages are included as part of the annual library expenditures. In FY 1987 this program was discontinued, which resulted in a large decrease in student wages.

Staff management can "just happen" or it can be planned like other aspects of management. Because of the staff's importance to the success of the mission of the library, it is essential that staff management be planned. Managers can learn mangement theory and techniques through reading, instruction/training and experience. It is indeed an exceptional person who can be a successful manager and only use one, or even two, of these methods. It is the plan of the library to use all three methods in developing the managerial abilities of its staff.

Formula B of ACRL Standard 4.3 is used to determine the necessary size of the library staff. This formula uses the size of the student body, the collection size, and the number of annual acquisitions to determine this optimal size. Special factors, such as departmental libraries and special services and/or collections, are in addition to this number. Using this formula, 17 professional librarians are required for this library to earn a grade of A. With only 12.0, the library earns a grade of C. This is without considering the staffing needs of the two departmental libraries and the Adventist Heritage Center, which are services beyond basic library service. Standard 4.4 requires that the support staff comprise no less than 65% of the total non-student staff. The library support staff currently comprise 57.4% of the total library non-student staff. Heavy reliance on student workers may cause this somewhat low percentage. It is obvious that the library is significantly understaffed.

In the past several years the library has suffered a number of staff cuts, primarily through attrition. However, the work load has not been simultaneously reduced. If further staff cuts are made, reductions in service are inevitable. Staff time is a finite resource, and the university cannot expect its employees to sacrifice their health attempting to offer all the services that are possible with a larger staff. In fact, the past reductions occurred just after the university had expanded its academic offerings, with the attendant increase in expectations for service from the library. An adequate staff is essential to operate a university library.

If the university chooses to continue the same level of library service and continue to offer the same number of academic programs, consideration must now be given to replacing some of those cut. Some library departments are seriously under-staffed, considering the expectations that are made of their services. These needs are as follows:

Cataloging. This department has lost a full-time professional cataloger and an hourly staff worker doing retroconversion and

recataloging. The result is that much original cataloging does not get done, and material sits, unused and inaccessible, on the shelves in the Cataloging Department. This crisis in cataloging has hit the Adventist Heritage Center and the Teaching Materials Center the hardest, as they tend to have a high percentage of original cataloging needs. The retroconversion and reclassification projects have come to a virtual standstill, even though their completion are necessary to the future plans of the library. This committee recommends that one FTE paraprofessional staff member be hired to replace the staff lost in this department. This individual would first do the verifying and input of records into the Faxon Microlinx project in the Periodical Department, and would then work for the Cataloging Department in reclassification and retroconversion. It is essential for the future of the library that this position be filled. The annual cost (FY 1989) is approximately $18,000. Additional cataloging work for the Adventist Heritage Center is discussed below.

Seminary Library. The combination of the cut of the library assistant from full- to half-time, combined with the appointment of a Seminary Librarian who must spend significant time finishing two degrees, has resulted in minimal public assistance in the Seminary Library during many of the hours the library is open. This committee recommends that the assistant position be restored to full-time, and that if possible an individual with a minor in library science be hired for this position. The annual cost to do this (FY 1989) is $7,225.

Adventist Heritage Center. For this important research collection, there is one salaried worker, and one staff member. The salaried worker must do all collection development, organizing the collection, directing the staff and offering public assistance. Because of the special nature of this collection (rare books and archive), this is impossible for one person adequately to do. Collection development is very time-consuming because it often means working with donors, and searching out the publications of SDA and SDA-related organizations. It is not as simple as reading book reviews in Library Journal and sending off the order to a book jobber. First the existence of an item must be identified, and then it must be acquired (often by writing a personal letter). Collection development also involves travel in search of materials. In addition, much preservation work must be done, but at present there is no staff for this. The AHC is a resource for the entire church, and the staff have a heavy burden of written requests for information, which often involves much staff time. A comparison of our staffing level with that of the similar department at Loma Linda University is instructive. On the Loma Linda campus after subtracting the staff used for White Estate purposes and the production of Adventist Heritage, there are 1 1/2 FTE professional staff, 1 FTE salaried support staff, and 2 hourly support staff, for a total of 4 1/2 FTE

(compared with our 2). This more adequate staff allows them to collect more extensively, to organize their collection more effectively and too begin a process of preservation. There is a greater need in the AHC for collection development, cataloging, organizing the collection and patron assistance than the current staffing level allows. This committee recommends that a full-time, trained paraprofessional be hired, primarily for cataloging and organizing the collection so that the curator will be freed for collection development and patron assistance. The annual cost (FY 1989) is approximately $16,315.

Reference Department. This department is expected to staff the general reference desk with a knowledgeable individual for the 70 hours the library is open. However, with 2 full-time professionals and 1 full-time paraprofessional, this results in about only 50 hours per week of staffing by full-time staff (and only about 30 of it by fully-qualified professional librarians). The remainder of the time the reference desk is staffed by minimally-trained students. There is no doubt that this results in a reduced level of service. In the early 1980s a new service, computer bibliographic searching, was established, but with no additional staff. The Head Reference Librarian has often found that there is little time for the management of the department because so much time is used working at the reference desk and doing computer searches. This committee recommends that the recommendation of the 1978 self-study be followed and that an additional professional librarian be hired to increase the number of hours of professional reference assistance, to do computer bibiographic searches and assist in the library's bibliographic instruction program (see Chapter 7). The annual cost (FY 1989) is $27,500.

A true university library is expected to offer services far beyond those of a college library, and these do not come without considerable staff expense.

Staff Hiring

The general qualities the James White Library seeks when hiring staff are efficiency, creativity, dedication, ability to work well with fellow staff members, ability to learn and a helpful attitude toward library users. The library seeks individuals with diverse backgrounds. This includes diversity in ethnic heritage and age. The library values both experience and fresh ideas; thus it tries to have a balance in the ages of its employees.

The library requires the ALA-accredited master's degree in library/information science for employment as a salaried professional librarian (ACRL Standard 4.1). It seeks candidates who have attended diverse library schools. At this point in the library's development, demonstrated computer skills are essential for newly-hired

professional librarians. The library needs as many of its professional staff as possible to be knowledgeable and comfortable with computers (Standard 4.1). They will thus be able to assist in the inevitable process of computerization of many of the library's technical and public service processes which will take place in the next decade. Not only do newly-hired professionals need these skills, but present employees do as well. In some cases, additional training, both on-campus and off-campus, is necessary for them.

Another needed skill is teaching ability. The professional library staff are responsible for much formal and informal instruction (see Chapter 7), and it is essential that a maximum number of the staff be able to share in this effort. As noted above, a philosophy of service is very important for all staff. It is especially important in the professional staff, as they set the tone for hourly staff and student employees in the various departments. Academic scholarship is desirable.

The method for hiring professional librarians to fill vacancies is for the Library Director to appoint a search committee (Standard 4.5). On this committee are placed librarians with a wide knowledge of potential SDA library employees as well as department heads, where appropriate. This committee issues a job announcement to be distributed as widely as possible among SDA librarians, and attempts to thoroughly "beat the bushes" to obtain the largest possible pool of applicants.

The search committee assists the director in screening the candidates and offers its advice regarding the appointment. Especially important is the advice of any professional librarians working in the same library department. Face-to-face job interviews are essential, as is contacting by phone the applicant's references. The Library Director makes the final decision, which is passed on to the Academic Vice-President and President for their approval.

Recommendations to fill hourly staff positions are made by the head of the library department with the vacancy, with the advice and approval of the Library Director. Student workers are hired by the head of the library department, with the advice of other full-time staff in that department when appropriate. In all cases, careful checking of references is essential in hiring to ensure the best possible staff.

The Library Director will have updated job descriptions of all library staff, including professionals, by the end of FY 1988 (Standard 4.5). While the university has always required job descriptions for its hourly staff workers, in the past these have not been required for salaried staff. Using these descriptions, all professional and hourly staff will be regularly evaluated (Standard 4.5). For hourly staff, the department head under the supervision of the campus personnel office already does this. The Library

Director will annually evaluate the salaried workers beginning in FY 1988.

Faculty Status of Librarians

The library does not currently meet ACRL Standard 4.2 or the ACRL "Standards for Faculty Status of College and University Librarians." However, if the currently proposed changes in the university Working Policy are made, the library will then be in substantial compliance with this standard. The library meets the standards for college and university governance, compensation, research funds and academic freedom. The library partially meets the standard for professional responsibilities and self-determination, and library governance. The library does not yet meet the standards for tenure, promotion or leaves.

Regular performance evaluation, including appraisal by a committee of peers, is necessary in order for the library to meet the standard for professional responsibilities and self determination. The standard for library governance states that academic libraries "should adopt an academic form of governance," and that the librarians should form a library faculty, whose role is similar to that of a college or school. This issue is currently being discussed, with some progress toward de facto school status for the library faculty.

Their academic status has been an important issue for the professional librarians. While the 1977 university Working Policy stated that the salaried professional librarians had faculty rank, the implications of that statement had never been thoroughly analyzed and worked out. In actuality, the professional librarians have often been treated like staff administrators. In the past, librarians here have not often been promoted to the rank of associate professor and never to full professor, nor have they been granted professional leaves. It appears that these problems are now receiving positive attention, and progress toward these goals is being made. It is part of this stratetic plan that the proposals made to the university Working Policy Committee to address these issues be adopted.

The master's degree rather than the doctorate is the terminal professional degree for academic librarians (Standard 4.1). It is common in academia to grant full faculty privileges and responsibilities to librarians, though sometimes only after the completion of a second, subject master's degree. Not only is this true in academia generally, but is generally true in SDA higher education also.

In order for the librarians to be able to make the achievements necessary for promotion, they must have adequate time away from the everyday operation of the library. This will sometimes require professional leaves (sabbaticals). While the 1977 Working

Policy allowed both faculty and administrators this priviledge, it has not in the past been granted librarians, even when requested. In addition to the need for time for academic achievments, professional leave is also needed to deal with burnout, a not uncommon occurance in the helping professions.

How these issues are resolved will have an impact on the ability of this library to recruit the finest talent available in the church. In the past, these problems have had a negative impact upon the library's ability to recruit experienced librarians from other Seventh-day Adventist colleges that have already satisfactorily addressed these issues.

Professional Development

The professional librarians are expected to keep up with their profession through regular reading and attendance at professional conferences and workshops (Standard 4.1). This standard states that "participation in library and other professional associations on and off campus is also necessary to further personal development." Many of the professional librarians are members of one or more such associations. However, active participation in association activities, particularly on the state level, is not always financially possible because of the very limited professional association reimbursement policy of the university ($75 annually). This is approximately the cost to join the American Library Association alone. Librarians have more such associations than most other disciplines because there are national, regional and state associations both for libraries in general as well as many specialized associations (theology, music, architecture, computers, audiovisuals, archives, etc.). Because of the special needs of library professionals, it is a library objective that the university reimbursement for association membership for the professional librarians be increased to a maximum of $150 annually.

Because librarians are academicians as well as information managers, some library conferences and meetings may be academically-oriented, while others will be training sessions to learn specific skills and techniques. As noted above, some of this education will be in the area of computers, an essential skill for librarians. Adequate travel and training monies are essential. It is important to note that the library has a heavier travel and training need than other academic departments because of the need for in-service training of both professional and paraprofessionals as well as attendance at conferences.

The library does not have a fund specifically for in-service training of the professional and paraprofessional staff. In the past, funds for this training have been taken from the professional travel budget. It is a library objective to establish a in-service training fund of $1500 annually. In addition, the fund for professional

travel should be increased to $4500 to ensure that the professional librarians have the opportunity to attend appropriate local, area, state, regional and national conferences.

In FY 1987 the library established a Staff Development Committee, with both hourly and professional staff members (Standard 4.5). Its goal is to make available on-the-job and in-service learning opportunities to the salaried and hourly staff. This committee has already carried out a number of these events, which have been well received by the staff. However, the library does not yet have a structured program for orientation and training of all new staff members (4.5).

The library staff wants student employees to know more about the library than just the task at hand. They feel that this will make them better workers, as well as helping them in their personal academic work. Beginning in FY 1986, the library required all freshman and sophomore student workers to take a 2-hour course, Introduction to Libraries, to give them this instruction. After satisfactory completion of the course, these workers are given a small raise. Junior, senior and graduate student workers who have not had this class are required to attend a series of library orientation lectures.

Chapter 7

BIBLIOGRAPHIC INSTRUCTION

ACRL Standard 5.1 states, "The Library shall provide information and instruction to the user," including "bibliograhic instruction programs designed to teach users how to take full advantage of the resources available to them." Provision of appropriate bibliographic instruction to all users is a goal of the library staff. This is accomplished through formal orientation and instruction programs, as well as on-site reference service.

Current Orientation and Instruction Programs

Library staff conduct orientation tours for incoming freshmen and seminarians during Orientation Week just prior to the opening of autumn term. No other formal orientation is given, except by special request. The library has a tape tour available at the Reference Center, although it is difficult to keep this tape up-to-date.

The Library Science Department provides a two-hour class entitled Introduction to Libraries, which is taught each autumn term. The purpose of the course is to introduce students to library organizational theory, basic search strategy, and orientation to library resources. While this class is open to all students, it is taken primarily by library student workers and Library Science minors.

Two class periods during the second term of the English Composition course (ENGL 112) are used for library instruction. One period covers general search strategy, basic card catalog use, and basic reference tools. The other period is an introduction to periodical holdings and indexes. The librarians who teach these courses try to make direct applications to the students' research topics.

Librarians give other course-related instruction at the request of individual teachers. These are usually given in upper-division or graduate research classes, and usually cover periodical and reference resources, and computer resources, including online bibliograhic searching and CD-ROM databases. In the 1987 autumn term, basic library instruction was given as part of the experimental Freshman Colloquium course.

Present library orientation and instruction is rather hit or miss. No library literacy testing is done, and many students--particularly foreign, transfer, and graduate students--never receive formal instruction in the use of library resources or even orientation to the James White Library.

Future Development

It is a goal of the library to reach all Andrews University students with bibliographic instruction beginning with the first term in residence. Each succeeding level will build on the previous level of library knowledge. The first level will include testing for library skills, and give a basic orientation to library facilities. The second level is related to the research paper assigned in English Composition. Basic search strategy is taught, along with the use of basic reference sources. The third level will be given in foundation courses in the various disciplines. The sources taught are those that are basic to the field. The fourth level is provided at the upper division and graduate level, which require introduction to more specialized sources not covered at the first level.

For optimum effectiveness, bibliographic instruction must be integrated into the coursework of classes that require and/or benefit from intensive library research. Course instructors and librarians must work together in scheduling and designing the application of the bibliograhic instruction.

To give practical illustration of search strategies and use of specific library tools, the librarian giving instruction will demonstrate search strategy and use of basic materials. Handouts are prepared listing some of the most important library resources.

Implementing Change

The following are strategies for making the necessary changes in order for the library to meet its bibliographic instruction goals.

1. Staffing. Bibliographic instruction is time-consuming, and it is difficult for librarians who are already often at the limit of their time resources doing reference, technical and administrative work to have sufficient time to devote to this important task. At present, bibliographic instruction falls most heavily on the Reference and Periodical departments. In order to adequately staff this program, it is essential that all, or nearly all, of the professional library staff be professionally and temperamentally able to help carry this load. It is essential that instruction ability be required for new employees. It is also essential that further library staff reductions not be made, as this would make it virtually impossible to continue even the present rather modest level of instruction.

2. The library staff will consider dropping library tours given during Freshman Orientation Week. Because of the hectic and social nature of this week, many students do not remember much of what they are told at that time, but when later tours are given, many consider them redundant.

3. The class College Success Strategies (formerly Freshman Colloquium) is now required for BA and BS students. The library staff plans to work with those developing this class to include library literacy testing, tours and assignments in basic library use.

4. The library staff shall also develop similar orientation for all transfer and graduate students, as well as those not enrolled in BA or BS degree programs. Special orientation shall be provided foreign and seminary students. General and specialized instruction shall also be available for faculty.

5. The present program of library instruction in English Composition shall be continued, and shall be extended to include all sections. The library may consider meeting with students in smaller groups following the main lectures to give individualized assistance with particular topics.

6. The library staff plans to study university course offerings and target those that seem to be appropriate for level 3 and 4 instruction. To ensure that all courses are covered, the library staff will contact instructors before each term, and set up dates for instruction. This date should coincide with the time in the research process when students are beginning to look for library materials.

7. The university should consider in-service training for librarians and classroom faculty in the area of bibliographic instruction. An exceptional program is located at Earlham College, Indiana, which makes this training available on a regular basis.

8. The library director will appoint one professional librarian to coordinate library instruction. The director will ensure that the library orientation committee is functional, and working toward implementation of these goals. Consideration will be given to acquiring membership at LOEX, the bibliograhic instruction information exchange service located at Eastern Michigan Univesity.

Anticipated Results of a Thorough Bibliographic Instruction Program

Immediate results:

1. Students write better quality papers.

2. Students use the library more efficiently.

3. Students feel less apprehensive about using library materials.

4. Library staff are used more effectively. After instruction, students recognize staff as being there to help.

5. Students ask better reference questions.

6. Library use increases.

7. Faculty know more about the library, resulting in more efficient personal research as well as more better advice to students about library research.

Long-term results:

1. Students are helped to become independent learners.

2. Rapport and communication between librarians and other members of the faculty are improved for the benefit of all.

Chapter 8

OTHER ISSUES

Library Hours

In FY 1986, the students requested extension of the hours the library is open. At present the library's hours during the term are: 8 a.m. to 10 p.m. Monday through Thursday, 8 a.m. to 2 p.m. Friday, closed Saturday, and 1 p.m. to 10 p.m. Sunday. This makes a total of 71 hours per week, which is short for a university library.

In the spring of 1986, the Office of Institutional Research surveyed the students about library hours. They were asked if the library should be open more hours and, if so, which hours would be most useful. They were also asked if they were willing to have reduced services at those or other times, if this were necessary to help make the additional hours possible. In summary, the greatest felt need was for additional evening hours, at least until 11 p.m., when most of the dormitory students must be back. Many students find the dormitories too noisy for study. Graduate and doctoral students also feel the need for additional library hours. Some of these students are from foreign countries, and have a limited amount of time in which to finish their degrees. Many have brought their families with them, which is not conducive to study and dissertation writing at home.

The library staff is sympathetic with these felt needs. However, additional library hours means quite plainly more money to staff the library during these times. The absolute minimum staff, which would only offer very basic service as well as to maintain library security, is 5 student workers to keep open the central library departments--Circulation, General Stacks, and Periodicals. The library will not be able to extend its hours without some addition to its student worker hours.

For the library to stay open until 11 p.m. Monday through Thursday for fall, winter and spring quarters will take 800 additional hours of student labor, for a total annual cost of $3200. Finding the funding to do this is a library objective. For an additional 495 student hours and an annual cost of $1980, the library would be able to open at 10 a.m. Sunday.

The use of student workers with no "mature adult" supervision raises its own problems. The library already does this at certain hours of the day (e.g. supper hours, evenings and Sundays). So far there have been few problems, but the library may wish to address this potential problem.

Libraries at Affiliated Colleges

Over the past 15 years, Andrews University has established relationships with a number of SDA colleges in North America and abroad whereby Andrews University degrees are granted to graduates of approved programs. As many of these colleges are located in developing countries, there is often a need to build up the library so that it can support the Andrews University curriculum as offered on those campuses. Some of the degrees are undergraduate, while others are graduate; some of the programs are taught primarily by local faculty, others by visiting faculty from Andrews.

The staff of the James White Library has an interest in these libraries, and is an obvious source of professional advice concerning their development. The library has assisted them in the past and plans to assist in their future development in the following ways:

1) The library has established an internal standing committee to write Andrews University standards for these libraries and make written recommendations regarding their development. These documents, based on standards of the Association of College and Research Libraries, can then be used to evaluate these libraries. To date, a general statement of standards has been completed, as well as a document giving recommendations for core and subject periodical collections. Additional documents will be developed in the future, for example, a core reference collection, religion collection (updating the Kubo bibliography), etc.

2) A professional librarian has been appointed to the university's Affiliation and Extention Programs Committee to give input on library matters.

3) The library staff is prepared to give professional advice, either by mail or in person. In the past, the Library Director has made extended visits to several of these sites to evaluate their library management and collections, and to recommend changes. Staff members should be asked from time to time to assist the adminsitration in evaluating these colleges, particularly their libraries. The library will appoint a member of the professional staff to serve as library coordinator for affiliation and extension programs. This is "new work," which has not prviously been done, and cannot be done by present staff in addition to their regular duties; thus additional funding will be necessary to hire an appropriate individual. The library may choose to hire one or more staff members with experience in overseas libraries to give advice based on personal experience. However, care must be taken to hire only those who also meet the needs of the James White Library, as outlined in Chapter 6. Because the library is understaffed, this assistance must be limited in scope so that it does not interfere with the primary mission of the library--to serve the local academic community.

4) The library assists in a limited way in the acquisition of new library materials for certain of these libraries. Before this service

was established, the library did not determine if a commercial jobber could do this for a reasonable price. Rather the library set up its own service, with part-time workers to do the work. This service has also taken time for the periodical and collection development librarians to supervise and assist in materials evaluation. In FY 1988 the periodical librarian will investigate one or more commercial jobbers who specialize in supplying periodicals to Third World libraries, and will then make a recommendation based on that information.

5) From time to time, the library may make available to these libraries usable used materials, either duplicates from its own collection or donated materials that are duplicates. It is not the intent of the library to send "junk" to these libraries, but some materials retain their usefulness for many years. It would be a shame to retain extra copies of such materials on our shelves (taking up valuable space) when they could be used elsewhere. The overseas library is responsible for shipping costs.

ACRL Standard 5.4 states, "Where academic programs are offered at off-campus sites, library services shall be provided in accord with ACRL's 'Guidelines for Extended Campus Library Services.' These guidelines suggest that such services be financed on a regular basis, that a librarian be specifically charged with the delivery of such services, that the library implications of such programs be considered before program approval, and that courses so taught encourage library use."

Library Services for Extension Students

In addition to affiliations with overseas colleges, Andrews has also developed a number of extension programs, foreign and domestic, and is now considering external degree programs. Many of these programs were initially established with little or no input from the library staff, and sometimes with inadequate planning for library services. In order to improve the situation and to come into compliance with ACRL standards, the library's affiliation and extension committee has developed a statement, "Guidelines for Library Services to Extension Students," using the ACRL statement as a guide.

These guidelines, which university administration has accepted in principle but which are not yet adopted, are summarized below. Library services for extension programs shall be financed on a regular basis. A professional librarian shall be given the specific responsibility for handling library materials and services for extension programs. As noted above, this is in addition to ongoing library programs and services, and must be financed as such. This librarian will consult with faculty and administrators in making provision for adequate library services, which may require formal arrangements for local library resources. This may require that the extension librarian

travel to the location of an extension program, and may also require financial reimbursement to local libraries.

The James White Library will also make some materials available directly to extension students. The establishment of an OPAC (see Chapter 5) will make access to James White Library materials much easier for extension students, and is another reason for the expeditious establishment of such a system. In some cases, when teaching extension classes faculty will take James White Library materials with them for use by extension students.

Book Weeding

ACRL Standard 2.1 states, "No title should be retained for which a clear purpose is not evident in terms of academic programs or extra-curricular enrichment." Therefore, after the development of appropriate weeding policies, the library is proceeding to judiciously weed some of its collections. A dilemma always faces an academic library, especially a research library, when the possibility of weeding is raised. While it is true that any printed matter has potential research value for someone, someplace, sometime, each library must choose the areas where it will concentrate its collection development, and conversely choose not to develop or maintain extensive retrospective collections in other areas.

Choosing these areas is directly related to the curriculum--the university really chooses them by the curricula it offers. In other words, the library will develop and maintain much more extensive collections in areas where the university offers advanced degrees than in those areas where no degree is offered at all, or only basic degrees are offered. No library can, or should, keep every item that comes its way. For example, this library retains material relating to the Seventh-day Adventist Church that many other libraries would discard. In other areas we discard what they would keep. This is the basis for specialized collections, which scholars will travel long distances to visit.

Because of the staff time it takes, the expense of weeding is not inconsiderable, but it is often less expensive than making major building additions. In some collections (e.g. reference) weeding is also done to "cut back the undergrowth" so that the collection may be more effectively used.

A weeding policy has been developed and approved by the Director's Council and Library Council. This policy ensures that the weeding is done carefully by requiring that all weeding decisions be made by consensus of a library committee and an individual from the appropriate academic department. The policy states that weeded materials "will be primarily of ephemeral material, duplicates or in subject areas in which graduate research is not done." The current weeding projects of the James White Library are as follows:

1) Seminary Library. This project, begun by Nancy Vyhmeister, was designed to create needed space by removing unneeded duplicates, including multiple copies of old reserve books. The condition of the book and its circulation history were used to determine the number of copies to be kept. Some additional work in this area continues. Major weeding in this collection, an important research collection, is not planned.

2) Reference Department. This project, begun in 1986, is typical in university reference departments, and was long overdue here. For the most part, it involves moving items to the General Stacks, including materials that are little used and probably should not have been placed in the reference collection in the first place, and superseded editions of some reference works that retain limited historical value, but little current reference usefulness. A few items that retain no historical value are discarded. The reference librarians are using this opportunity to evaluate the collection, make additions, move materials to other library departments where they logically belong, add or cancel standing orders, and develop departmental collection development and weeding policies. It is projected that this process will be complete by 1989.

3) General Stacks. At present, the weeding there is quite light, much like that in the Seminary Library--primarily weeding of duplicates. Many of these duplicates were the result of the merging of the libraries of Potomac University and Emmanuel Missionary College. Further weeding may be done after completion of this project. Heavy weeding of old Dewey Decimal books was done prior to their being recataloged into the main Library of Congress collection. This was done so that funds for recataloging were spent only for those books that retain historic or research value.

4) Periodicals. No weeding has yet been done in this collection, although it is needed. Because space has not been a problem, this has not been a high priority. However, with the projected conversion of the record-keeping to a new automated system and a reduction of current subscriptions in FY 1989, this department will develop and implement a collection development and weeding policy in FY 1988. It is essential that much of this weeding take place before effort is spent verifying and entering holdings into the new system. The following criteria will be used in consideration for weeding: 1) a journal's historical value; 2) its indexation; 3) its binding status; 4) the length of the run; 5) the university's curricula; 6) the use it is presently receiving. In addition, some periodicals are published on such poor paper that any permanent collection must be in microform.

Equipment

Because of financial exigency during the early and mid-1980s, university equipment funds were often very limited. This has had a

negative impact on the library's stock of equipment, and thus its ability to serve its public. Especially in this computer age, the library has substantial and continuing needs, not only to replace outdated and worn-out equipment, but also to obtain the equipment needed to enter the electronic information age. Some small gains (or at least prevention of further losses) were made in FY 1986 and 1987, but much remains to be done merely to catch up with needed equipment that was not purchased in the early 1980s.

Annual appropriations in the range of $10,000, as in 1988, are simply not adequate to meet such needs as further updating of audio-visual equipment in the Teaching Materials Center; replacing worn-out microform readers and reader/printers in the TMC and elsewhere; and purchasing additional typewriters, computers, CD-ROM players, and other equipment, as well as additional sections of card catalog furniture and shelving. Most equipment currently used to access OCLC will not be usable after 1990, and must be replaced.

The method the university uses to assign equipment funds is not clear, but the amounts currently appropriated to the library are clearly inadequate to purchase needed equipment and furniture. A minimum annual appropriation of $25,000 is necessary to purchase and update routine items. Additional appropriations will be necessary for special projects, such as major additions of shelving or installation of an OPAC (see Chapter 5).

With the establishment of the compact disc as the standard format for music reproduction, the conversion from a LP record library to a CD library in the Music Materials Center (or at least the acquisition of new materials in that format), is inevitable. This conversion will have an impact on the collection as well as necessitating the purchase of new CD equipment.

Periodical Collection Management

Because of high inflation for periodical materials and price increases for foreign periodicals due to the decline in the value of the dollar, it is essential that the library wisely manage its resources devoted to their purchase. Unlike books, which are purchased with capital funds, periodicals are bought with operating monies. Thus, when the periodical expenditures exceed the budget, which has sometimes been the case in the past due to inadequate budgetary increases to keep pace with inflation, this overrun must be covered by underexpenditure of other budgeted library operating funds.

One of the library's goals is to have information resources which are adequate to support the university's curricula at an appropriate level. Although the library currently has collection development and weeding policies for books, no such policies exist for periodical collections. By the end of 1988 the library plans to have collection development, evaluation and weeding policies for periodicals. Special study will be

given to appropriate methods of allocating periodical funds for various subject areas. Periodical usage studies will also be conducted, beginning with periodical indexes in FY 1988. When the new policies are in place, a thorough evaluation of current subscriptions will be made, and reallocation of resources will be made. At least until this process is complete, the library has placed a cap on current periodical subscriptions, with new subscriptions only being initiated to replace cancelled subscriptions and those that have ceased publication.

To avoid wasted effort, any weeding of periodicals will take place before holdings information is placed in a new computerized periodical control system. Consideration will also be given to the possibility of replacing expensive and little-used print indexes with free access to computerized databases, much as is currently done with Chemical Abstracts. This ties in with the library's commitment to providing access to information rather than mere ownership. This procedure has also been successful with several reference sources. While there would be a positive impact on space utilization, the impact of additional work for the Reference Department would also have to be considered.

Policy and Procedure Manuals

Library-wide policies and procedures are established or revised by the Library Director in consultation with the Director's Council. In some cases the university Library Council is also consulted. These policies and procedures are kept in a looseleaf library policy manual for ease of reference.

Before the last library self-study for North Central Association accreditation, each library department was required to file an updated policy and procedure manual with the Library Director. Many of these documents are now outdated. Each department is expected to file an updated policy and procedure manual with the director's office before July 1988. Each of these will be done using the Word Perfect computerized word-processing program to facilitate future updating.

Status of Hinsdale Library

In past self-studies, the A.C. Larson Library at the Hinsdale, Illinois, campus has been treated as a branch library of the James White Library. However, its status has always been ambiguous because most of its budget does not come from the James White Library, nor does its director report to the library director of the James White Library.

The Larson Library, one of two at Hinsdale Hospital, was established to provide biomedical information to the nursing students on that campus. However, it has been administered as part of the Hinsdale Hospital, and a majority of its budget comes from that hospital. Andrews University currently provides an outright appropriation, which is not part of the

James White Library budget, as well as providing about $3,000 worth of periodicals.

It is a library objective to clarify this situation before the end of FY 1989, and it is probable that all formal connection between these two libraries will be terminated, and Andrews University will contract with Hinsdale Hospital for necessary services.

APPENDIX A

JAMES WHITE LIBRARY

COMPARATIVE STATISTICS, 1970-88

Compiled by

Harvey Brenneise

Revised, March 1989

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UNIVERSITY ANNUAL FTE ENROLLMENT
Fiscal Year

1970	1990	
1971	1943	-2.4
1972	2069	6.1
1973	1913	-7.5
1974	2000	4.4
1975	2253	11.2
1976	2534	11.1
1977	2659	4.7
1978	2658	NC
1979	2774	4.2
1980	2773	NC
1981	2872	3.6
1982	2698	-6.4
1983	2553	-5.7
1984	2549	NC
1985	2706	6.2
1986	2579	-4.9
1987	2549	-1.2
1988	2590	1.6

1970-1988 30.2%

Source: Bill Cash, Office of Institutional Research

A.1

ADJUSTED UNIVERSITY GENERAL AND EDUCATIONAL COST
(unrestricted funds only, including books, excluding depreciation and university schools)
Fiscal Year

1970	3,875,714.	
1971	4,229,959.	9.1%
1972	4,731,975.	11.9%
1973	4,886,353.	3.3%
1974	5,324,477.	9.0%
1975	5,961,723.	12.0%
1976	6,949,919.	16.6%
1977	8,324,045.	19.8%
1978	9,594,681.	15.3%
1979	11,088,239.	15.6%
1980	12,524,220.	13.0%
1981	14,710,775.	17.5%
1982	15,580,102.	5.9%
1983	16,367,192.	5.1%
1984	18,475,813.	12.9%
1985	19,660,373.	6.4%
1986	20,623,980.	4.9%
1987	21,267,918.	3.1%
1988	23,577,511.	10.9%

1970-88 508.3%

Source: Kendall Hill

A-4

UNDERGRADUATE TUITION (PER QUARTER)
Fiscal Year

1970	470.	
1971	500.	6.4%
1972	548.	9.6%
1973	585.	6.6%
1974	610.	4.3%
1975	675.	10.7%
1976	775.	14.8%
1977	864.	11.5%
1978	944.	9.3%
1979	1,050.	11.2%
1980	1,150	9.5%
1981	1,325.	15.2%
1982	1,495.	12.8%
1983	1,650.	10.4%
1984	1,733.	5.2%
1985	1,875.	8.1%
1986	1,995.	6.4%
1987	2,110.	5.8%
1988	2,230.	5.7%
1989	2,375.	6.1%

The AU tuition price index rose 374% from 1970 through 1988.

Source: AU College Bulletins

CONSUMER PRICE INDEX
Calendar Year

1970	116.3	5.9%
1971	121.3	4.3%
1972	125.3	3.3%
1973	133.1	6.2%
1974	147.7	11.0%
1975	161.2	9.1%
1976	170.5	5.8%
1977	181.5	6.5%
1978	195.4	7.7%
1979	217.4	11.3%
1980	246.8	13.5%
1981	272.4	10.4%
1982	289.1	6.1%
1983	298.4	3.2%
1984	311.1	4.3%
1985	322.2	3.6%
1986	328.4	1.9%
1987	342.8	4.4%
1988	357.9	4.4%

Inflation as measured by the C.P.I. between 1970 and 1988 was 208%.

*Year to year change in the C.P.I.

Source: Economic Report of the President.

BOOK PRICE INDEX (Book inflation rate)
Calendar Year

Average per volume price of hardcover books, and inflation rate.

1970	$8.94	
1971	10.15*	13.6%
1972	10.94	7.8%
1973	11.79	12.0%
1974	13.21	15.5%
1975	16.19	14.9%
1976	17.39	7.4%
1977	19.22	10.5%
1978	19.30	NC
1979	23.96	24.1%
1980	24.64	2.8%
1981	26.63	8.1%
1982	30.34	13.9%
1983	31.19	2.8%
1984	29.99	-4.0%
1985	31.46	4.8%
1986	32.43	3.1%
1987	35.35	9.0%

1970-87 295.4%

*In 1971 the method of taking statistics changed (from price per title to price per volume). The per title price for 1970 was $11.66 and for 1971 was $13.25. The figures given above are the extrapolated per volume prices using the inflation rate to figure the per volume price in 1970 and 1971.

All library inflation rates are taken from the tables in the annual compilation in "Prices of U.S. and Foreign Published Materials" in the Bowker Annual.

NORTH AMERICAN ACADEMIC BOOK PRICE INDEX
Fiscal Year

1980	$21.98	
1981	25.00	13.7%
1982	27.87	11.5
1983	29.63	6.3
1984	30.34	2.4
1985	31.77	4.7
1986	33.60	5.8
1987	36.93	9.7

Source: Bowker Annual

A.8

PERIODICAL PRICE INDEX (Periodical inflation rate)
Calendar Year

Average price of a periodical subscription, and inflation rate.

1970	10.41	
1971	11.66	12.0%
1972	13.23	13.5%
1973	16.20	22.4%
1974	17.71	9.3%
1975	19.94	12.6%
1976	22.52	12.9%
1977	24.59	9.2%
1978	27.58	12.2%
1979	30.37	10.0%
1980	34.54	13.7%
1981	39.13	13.2%
1982	44.80	14.5%
1983	50.23	12.1%
1984	54.97	9.4%
1985	59.70	8.6%
1986	65.00	8.9%
1987	71.41	9.9%
1988*	77.93	9.1%

Statistics are from the Bowker Annual.

The periodical price index rose 648.6% from 1970 through 1988.

*Library Journal, April 15, 1988, p. 35.

TOTAL LIBRARY OPERATIONS
Fiscal Year

1970	411,694.	
1971	423,348.	2.8
1972	456,057.	7.7
1973	463,817	1.7
1974	514,735.	11.0
1975	557,889.	8.4
1976	623,645.	11.8
1977	627,885.	0.7
1978	734,075.	16.9
1979	789,483.	7.5
1980	875,714.	10.9
1981	982,941.	12.2
1982	1,031,464.	4.9
1983	1,084,570.	5.1
1984	1,152,368.	6.3
1985*	1,207,018.	4.7
1986*	1,260,142.	4.4
1987**	1,399,717.	1.1
1988	1,476,398.	5.5

1970-88 259%

*This figure, provided by Kendall Hill, does not exactly agree with the total library expenditures provided by Marley Soper found elsewhere in this document.

**The actual figure of $1,505,717 included $106,000 shown as expended for the purchase of a special collection for the Architecture Resource Center. However, this amount is really a loan, to be paid back through special appropriations and a charge of $10,000 against the architecture book fund, 1989-1993.

Source: Kendall Hill

LIBRARY OPERATIONS AS A PERCENTAGE
OF ADJUSTED GENERAL & EDUCATIONAL COSTS
(including library books)
Fiscal Year

1970	10.7
1971	10.0
1972	9.6
1973	9.5
1974	9.7
1975	9.4
1976	9.0
1977	7.5
1978	7.7
1979	7.1
1980	7.0
1981	6.7
1982	6.6
1983	6.6
1984	6.2
1985	6.1
1986	6.1
1987*	6.6
1988	6.3

*See note on previous page

Source: Kendall Hill

A.11

TOTAL LIBRARY ACQUISITIONS EXPENDITURES
Fiscal Year

1970	170,893.	13.9%
1971	151,487.	-12.8
1972	171,781.	13.4
1973	178,570.	4.0
1974	208,493.	16.8
1975	225,667.	8.2
1976	231,597.	2.6
1977	229,940.	-0.7
1978	285,729.	24.3
1979	302,144.	5.7
1980	307,314.	1.7
1981	355,175.	15.6
1982	370,570.	4.3
1983	372,455.	0.5
1984	391,113.	5.0
1985	440,001.	12.5
1986	477,714.	8.6
1987*	570,900.	12.0
1988	571,616.	NC

1970-88 234.5%

*This figure does not include the 106,000 for architecture books (see note on p. 10).

Source: Kendall Hill (1970-84), Marley Soper (1985-)

BOOK EXPENDITURES
Fiscal Year

1970	137,409.	8.6
1971	120,469.	-14.1
1972	128,556.	6.7
1973	146,951.	14.3
1974	150,853.	2.7
1975	165,668.	9.8
1976	156,037.	-6.2
1977	150,486.	-3.7
1978	198,031.	31.6
1979	197,614.	NC
1980	200,161.	1.3
1981*	215,630.	7.7
1982	207,681.	-3.8
1983	202,919.	-2.3
1984	252,210.	24.3
1985	235,669.	-7.0
1986	269,718.	14.4
1987**	343,428.	27.3
1988	317,842	-8.0

*In 1980-81, the periodicals indexes, which previously had been paid for from the periodicals funds, were transferred to the book funds. This amounted to $6,652 in 1981, $33,379 in 1982, $35,522 in 1983, $42,767 in 1984, $54,831 in 1985, $47,107 in 1986, $41,446 in 1987, and $44,264 in 1988. Thus, for the statistics to be comparable over the long-term period, these expenditures have been subtracted from the total book expenditures, which were $222,282 in 1981, $241,060 in 1982, $238,441 in 1983, $294,977 in 1984, $290,500 in 1985, $316,825 in 1986, $384,874 in 1987, and $362,106 in 1988..

**See note on previous page

1970-88 131%

For comparison, the book price index rose 295.4% between 1970 and 1987.

Source: Kendall Hill (1970-84), Marley Soper (1985-)

TOTAL BOOKS* IN LIBRARY, AND ACCESSIONS PER YEAR
Fiscal Year

1970	218,843	
1971	238,041	19,196
1972	253,252	15,211
1973	270,080	16,828
1974	287,479	17,399
1975	305,443	17,964
1976	342,597	37,154
1977	339,113	-3,484
1978	355,842	16,729
1979	372,836	16,994
1980	387,620	14,784
1981	401,994	14,374
1982	423,211	21,217
1983	437,549	14,338
1984	451,262	13,713
1985	463,873	12,612
1986	478,100	14,227
1987	495,810	17,700
1988	504,680	8,870

Because book accession rates sometimes vary from year to year, it is useful to look at averages over several years. Here are the per year accession rates averaged over five-year periods.

1970-75	17,320
1976-80	16,435
1981-85	15,251

*This includes printed books only.

A.14

TOTAL VOLUMES*
Fiscal Year

1978	520,815
1979	589,460
1980	603,953
1981	635,300
1982	670,607
1983	700,542
1984	726,756
1985	743,180
1986	758,084
1987	776,179
1988	785,109

*This number includes book and microform volumes.

TOTAL BIBLIOGRAPHIC ITEMS*
Fiscal Year

1979	691,213
1980	727,598
1981	749,307
1982	799,248
1983	855,273
1984	885,408
1985	904,319
1986	921,370
1987	940,702
1988	950,376

*This includes printed books, microforms, unbound periodicals and uncataloged pamphlet materials.

PERIODICALS EXPENDITURES
Fiscal Year

1970	33,484.	43.0%
1971	31,018.	-8.0
1972	43,224.	39.0
1973	31,619.	-36.7
1974	57,640.	82.3
1975	59,999.	4.1
1976	75,560.	25.9
1977	79,454.	5.2
1978	87,698.	10.4
1979	104,530.	19.2
1980	107,153.	2.5
1981*	139,545.	30.2
1982	162,901.	16.3
1983	169,436.	4.1
1984	179,142.	5.7
1985	204,332.	14.1
1986	207,996.	1.8
1987	227,472.	9.4
1988	253,774.	11.6

*In 1980-81 periodicals indexes were transferred from periodicals funds to book funds. In order to make the statistics comparable over a long period, these expenditures have been added back to the periodicals expenditures. They were $6,652 in 1981, $33,390 in 1982, $35,522 in 1983, $42,767 in 1984, $54,831 in 1985, $47,107 in 1986, $41,446 in 1987 and $44,264 in 1988. Without these additions, the periodicals expenditures for these years were: $132,893 for 1981, $129,511 for 1982, $134,014 for 1983, $96,136 in 1984, $149,501 in 1985, $160,889 in 1986, $186,026 in 1987, and $209,510 in 1988.

NOTE: It should be remembered when using periodicals expenditures statistics that many periodicals are acquired using multi-year subscriptions, so year-to-year comparisons can be misleading. However, a longer view can be taken with these data.

1970-88 657.9%

The periodical price index rose in the same period:

1970-88 648.6%

Source: Kendall Hill (1970-84), Marley Soper (1985-)

A.17

NUMBER OF PERIODICAL SUBSCRIPTIONS AND ANNUAL CHANGE
Fiscal Year

1972	2,464	
1973	2602	+138
1974	2731	+129
1975	2846	+115
1976	2819	-27
1977	2820	+1
1978	2908	+88
1979	2944	+36
1980	2965	+21
1981	3,452	+,487
1982	3385	-67
1983	3328	-57
1984	3274	-111
1985	3318	+44
1986	3461	+143
1987	3459	-2
1988	3397	-62

Total change between 1972 and 1988--933

A.18

PERCENTAGE OF LIBRARY ACQUISITIONS
FOR BOOKS AND PERIODICALS
Fiscal Year

	Books	Per.
1970	80.4	19.6
1971	79.5	20.5
1972	74.8	25.2
1973	82.3	17.7
1974	72.4	27.6
1975	73.4	26.6
1976	67.4	32.6
1977	65.4	34.6
1978	69.3	30.7
1979	65.4	34.6
1980	65.1	34.9
1981*	60.7	39.3
1982	56.0	44.0
1983	54.5	45.5
1984	64.5	35.5
1985	53.6	46.4
1986	56.5	43.5
1987	60.2	39.8
1988	55.6	44.4

*From 1980 on, these percentages reflect the statistics that are given above, specifically, that though the periodical indexes are now actually paid from book funds, for the sake of comparability, these expenditures have been subtracted from the book fund and added back to the periodical fund.

BOOK AND PERIODICAL EXPENDITURES
AS PERCENTAGE OF TOTAL LIBRARY OPERATIONS
Fiscal Year

	Books		Periodicals	
1970	137,409.	33.4	33,484.	8.1
1971	120,469.	28.5	31,018.	7.3
1972	128,536.	28.2	43,225.	9.5
1973	146,951.	31.7	31,619.	6.8
1974	150,853.	29.3	57,640.	11.2
1975	165,668.	29.7	59,999.	10.8
1976	156,037.	25.0	75,560.	12.1
1977	150,486.	24.0	79,454.	12.7
1978	198,031.	27.0	87,698.	11.9
1979	197,614.	25.0	104,530.	13.2
1980	200,161.	22.9	107,153.	12.2
1981	222,282.	22.6	139,545.	14.2
1982	241,060.	23.4	162,901.	15.8
1983	238,441.	22.0	169,536.	15.6
1984	252,210.	21.6	138,903.	11.9
1985	235,669.	19.5	204,332.	16.9
1986	269,718.	21.4	207,996.	16.5
1987	343,428.	24.3	227,472.	16.3
1988	317,842	21.5	253,774.	17.2

BREAKDOWN OF LIBRARY STATISTICS
Fiscal Year

	Total	Acquisitions	Personnel	Other
1970	411,694.	170,893.	199,347.	41,427.
1971	423,348.	151,487.	224,186.	47,675.
1972	456,057.	171,781.	231,094.	53,182.
1973	463,817.	178,570.	236,015.	49,232.
1974	514,735.	208,493.	254,373.	51,869.
1975	557,889.	225,667.	271,819.	60,403.
1976	623,645.	231,597.	305,600.	86,448.
1977	627,885.	229,940.	312,034.	85,911.
1978	734,074.	285,729.	357,116.	91,229.
1979	789,483.	302,144.	388,150.	99,189.
1980	875,716.	307,314.	450,700.	117,702.
1981	982,941.	355,175.	500,992.	126,844.
1982	1,031,645.	370,570.	527,135.	133,940.
1983	1,084,570.	372,455.	550,378.	161,737.
1984	1,166,962.	391,113.	557,961.	217,888.
1985	1,207,018.	440,001.	578,755.	242,588.
1986	1,260,142.	477,714.	584,182.	251,912.
1987	1,399,717.	570,900.	580,389.	248,424.
1988	1,476,398.	571,616.	651,909.	252,873.

The source of information for the total figure is Kendall Hill. Subtotals from 1970-1984 are also from Kendall Hill. Subtotals from 1985 on are from Marley Soper. These figures do not add up to Kendall Hill's total amount.

Source: Kendall Hill (1970-84), Marley Soper (1985-)

A.21

BREAKDOWN OF LIBRARY STATISTICS
(by percentages)
Fiscal Year

	Acquisitions	Personnel	Other
1970	41.5	48.4	10.1
1971	35.8	53.0	11.3
1972	37.6	50.7	11.7
1973	38.5	50.9	10.6
1974	40.5	49.4	10.1
1975	40.5	48.7	10.8
1976	37.1	49.0	13.9
1977	36.6	49.7	13.7
1978	38.9	48.6	12.4
1979	38.2	49.2	12.6
1980	35.1	51.5	13.4
1981	36.1	51.0	12.9
1982	35.9	51.1	13.0
1983	34.3	50.7	14.9
1984	33.5	54.8	11.7
1985	34.8	53.4	11.7
1986	36.4	51.1	12.8
1987	40.8	41.5	17.7
1988	38.7	44.1	17.1

NUMBER OF LIBRARY PERSONNEL
(Excluding student workers)
Fiscal Year

	FTE Salary*	FTE hourly (est.)	Total FTE
1970	9.5	18.3	27.8
1971	11.0	18.7	28.7
1972	12.0	17.9	29.9
1973	12.0	17.5	29.5
1974	12.0	19.5	31.5
1975	10.0	23.3	33.2
1976**	10.0	17.0	27.0
1977	11.0	16.2	27.2
1978	10.5	19.1	28.6
1979	11.2	18.8	30.1
1980	13.0	17.9	30.9
1981	12.8	18.1	30.9
1982	11.5	16.4	27.9
1983	11.8	16.1	27.9
1984	11.5	14.0***	25.5***
1985	11.5	15.0	26.5
1986	11.5	15.0	26.5
1987	12.0	15.5	27.5
1988	12.0	15.5	27.5

*Totals have been reduced by 1/2 FTE due to Library Science program.

**Year OCLC was introduced at JWL

***One position budgeted, but unfilled (not included in total)

Source: Marley Soper

A.23

TOTAL LIBRARY SALARIES AND WAGES*
Fiscal Year

1970	199,347.	
1971	224,186.	12.5
1972	231,094.	3.1
1973	236,015.	2.1
1974	254,373.	7.8
1975	271,819.	6.9
1976	305,600.	12.4
1977	312,034.	2.1
1978	357,116.	14.4
1979	388,150.	8.7
1980	450,700.	16.1
1981	500,992.	11.2
1982	527,135.	5.2
1983	550,378.	4.4
1984	557,961.	1.4
1985	578,755.	3.7
1986	584,182.	0.1
1987	580,389.	-0.6
1988	651,909.	12.3

1970-88 227%

Source: Kendall Hill (1970-84), Marley Soper (1985-)

This includes total salaries and wages for faculty, staff, student workers and special project student workers. It does not include staff benefits, which are included under "other."

*Includes the 1/2 FTE salary assignable to the Library Science program.

A.24

SALARIES
Fiscal Year

1970	78,721.	
1971	90,977.	15.6
1972	102,295.	12.4
1973	101,079.	-1.2
1974	104,633.	3.5
1975	99,248.	-5.4
1976	118,061.	19.0
1977	134,626.	14.0
1978	148,119.	10.0
1979	154,594.	4.4
1980	183,457.	18.8
1981	205,567.	12.1
1982	211,288.	2.8
1983	225,962.	6.9
1984	234,611.	3.8
1985	236,298.	0.7
1986	235,240.	-0.5
1987	253,504.	7.7
1988	285,360	12.6

1970-88 262.4%

Source: Kendall Hill (1970-85), Marley Soper (1986-)

A.25

NON-STUDENT WAGES
Fiscal Year

1970	76,754.	8.3%
1971	80,983.	5.5
1972	79,927.	-1.3
1973	83,764.	4.8
1974	98,422.	17.5
1975	123,047.	25.0
1976	115,331.	-6.7
1977	111,078.	-3.8
1978	123,047.	10.8
1979	140,628.	14.3
1980	153,882.	9.4
1981	172,766.	12.2
1982	176,482.	2.3
1983	177,321.	0.5
1984	168,673.	-4.9
1985	180,973.	7.3
1986	199,799.	10.4
1987	196,395.	-1.7
1988	218,360.	11.1
1970-87	184.4%	

Source: Kendall Hill (1970-84), Marley Soper (1985-)

A.26

STUDENT WAGES
Fiscal Year

1970	43,872.	
1971	52,226.	19.0
1972	48,872.	-6.9
1973	51,172.	4.7
1974	51,318.	NC
1975	49,524.	-3.6
1976	72,208.	45.8
1977	66,330.	-8.9
1978	85,950.	30.0
1979	92,928.	8.1
1980	113,361.	22.0
1981	122,659.	8.2
1982	139,315.	13.6
1983	147,095.	5.6
1984	154,677.	5.2
1985	161,484.	4.4
1986	149,143.	-8.3
1987	130,490.	-14.3
1988	128,677.	-1.4
1970-88	193.3%	

Source: Kendall Hill (1970-84), Marley Soper (1985-)

This includes the special project workers in the early 1980s, which helps account for some of the statistical anomolies during that period.

A.27

TOTAL CIRCULATION
Fiscal Year

1978	190,709
1979	242,337
1980	190,709
1981	242,337
1982	220,434
1983	184,481
1984	184,858
1985	175,507
1986	165,402
1987	173,843
1988	176,009

TOTAL REFERENCE QUESTIONS
Fiscal Year

1978	13,673
1979	17,527
1980	19,755
1981	19,835
1982	21,017
1983	18,488
1984	17,756
1985	20,840
1986	24,442
1987	31,956
1988	32,272

DATABASE SEARCHES
Fiscal Year

1980*	30
1981	223
1982	294
1983	213
1984	181
1985	218
1986	218
1987	187
1988	154

*Service begun in FY 1980

INTERLIBRARY LOANS
Fiscal Year

Year	Loaned	Borrowed	TOTAL TRANSACTIONS
1978	342	1070	1412
1979	578	1132	1710
1980	758	1066	1824
1981	911	1071	1982
1982	1167	1687	2854
1983	1524	890	2414
1984	1453	1188	2641
1985	1100	1276	2251
1986	1232	1561	2793
1987	1410	1151	2561
1988	1734	1477	3211

APPENDIX B

OPAC System Capabilities

Name of System:

HARDWARE
Micro, mini or mainframe?
Maker:

MODULES:
Database management:
Cataloging:
Acquisitions:
Serials:
Public Access Catalog:
Circulation:
Other:

SOFTWARE:
Language:
Help screens:
Access points:
Author:
Title:
Subject:
Keyword:
Boolean:
Call number:
Other:

Ease of use (subjective):

Command and/or menu-driven?

Truncation:
Printing:
Bibliography building:
Browse indexes?
Can user check in-process files?
Can user check current serials holdings?
Can user check circulation status?
What display formats are used (e.g. MARC, other)?

How are cross references (see and see alsos) handled?

Can local holdings information be added to MARC record?

How is authority control done?

Is global changing possible?
What type of management statistics can be generated?

How does PAC interface with cataloging system?

How many records can this system (demonstrably) support?
(Get a list of installations of comparable or larger size.)

Are public access (dial access) ports available?
Can instructions/help screens be given also in other languages?
Is it MARC in MARC out?

CIRCULATION SUBSYSTEM:
Is it linked to PAC?
Charge/renewal:
Discharge:
Recall/hold:
Patron record loading:

Fine notices and bills:
Reserves:
Type of barcode and equipment:

Statistics:

SERIALS CONTROL:
Check-in:
Payment:
Claiming:
Binding:
Holdings:

THE SYSTEM:
System security:

Hardware servicing:

System downtime:

Backup system:

JWL Facts

CIRCULATION: 148,459 (total), annual
- Main circulation: 80,000
- Reserve: 20,000
- Periodicals: 5,000
- Music Materials Center: reference (in-room) use only
- Architectural Resource Center: 10,000?
- Teaching Materials Center: 10,000
- Seminary Library: 1,000

DATABASE SIZE
- Titles
  - Current machine-readable: 200,000
  - Projected after retrocon: 400,000
- Volumes
  - Current machine-readable: 250,000
  - Projected after retrocon: 500,000
- Number of periodical titles
  - Current subscriptions: 3,500
  - Total number of titles: 6,000+

SERVICE POINTS
- Main Circulation
- Reserve Room
- Reference Center
- Periodicals Dept.
- Heritage Room--Reference Only
- [E. G. White Research Center?]
- Seminary Library
- Teaching Materials Center
- Music Materials Center (Music Dept.)--Reference Only
- Architectural Resource Center

DEPARTMENTAL LIBRARY SIZE
- Music Materials Center: Who knows? They certainly don't.
- Architectural Resource Center: 5,000

EXISTENT HARDWARE

Little if any usable. AUCC uses Xerox Sigma mainframes. There are several Zenith and IBM micros being used for other things in JWL.

FLOOR SPACE FOR COMPUTER: ?

WHO WOULD OPERATE COMPUTER? ?

PEAK PERIOD (worst time of day, worst month): Wednesday afternoon before Thanksgiving--100/hour in reserve, 200-250/hour in main circulation, plus ARC, TMC and Seminary.

CAMPUS COMMUNICATION SYSTEM: AT&T Dimension 2000

PAC SEARCHES TO TRY

AUTHOR search
How is search entered? How much of a name must be given?

TITLE search
How is search entered? How much of a title must be given?

SUBJECT search
How does patron get proper LCSH?
How are cross references given?
Can subheadings be searched directly?

FREE TEXT
Is there proximity searching?
Which fields are included?
Is there boolean searching?

APPENDIX C

A BRIEF HISTORY OF THE USE OF COMPUTERS
BY THE JAMES WHITE LIBRARY
1/10/1987

A search of the staff minutes of the James White Library (JWL) reveals that the first mention of data processing or computer usage was on March 2, 1967. This discussion concerned the monetary records of the order department. Nothing came of this particular discussion for several years, although the university was using computers at that time in its business functions.

Shortly after that discussion, however, Leonard Hill began to pursue the idea of using data processing for periodicals check-in procedures. In the early 1970s that department began using punch cards for the periodical check-in system. These cards had to be carried in boxes back and forth to the mainframe computer located in the Administration Building. The system did shorten the time needed to control periodicals.

After Kit Watts became the JWL Periodical Librarian, she developed a new periodicals check-in system using an online terminal connected directly to a mainframe computer in the Administration Building. This system was in use by 1980, and in subsequent years this program was improved, with the aid of consultants from the AU Computing Center to aid in building a bibliography of periodicals holdings and controlling the binding process.

In the early 1970s, Mary Jane Mitchell, then Library Director, became interested in the developing centralized computerized cataloging system in Ohio--then called the Ohio College Library Center (now known as the Online Computer Library Center, or just OCLC). Because this sytem was gaining a good reputation, Mrs. Mitchell and other library directors from the Association of Independent Colleges and Universities of Michigan (AICUM) began to discuss the possibility of founding a group that could broker OCLC services to Michigan libraries. These librarians interested the state university libraries in this plan--developing a network that would not only broker OCLC service but would, in the words of AU President Richard Hammill, "enhance all of library service in Michigan." President Hammill's words were certainly prophetic, and on May 4, 1973, the AICUM steering committee gave its first report concerning the plan to bring OCLC to Michigan.

It was decided that this network would be called the Michigan Library Consortium. Michigan State University was particularly helpful in absorbing some of the start-up costs. The James White Library paid a $50 membership fee on December 21, 1973 to help with the formation of an office staff. An application for a federal LSCA grant for $50,000 to help with profiling MLC was made. AICUM also made applications to

the Kellogg Foundation to help get institutions started with MLC and OCLC.

On April 1, 1974 the AICUM deans announced that application had been made on March 26, 1974 to incorporate MLC. The incorporators were Michigan State University, Wayne State University and the University of Michigan. The state granted incorporation on April 17, 1974. Andrews University became an official member of MLC on July 25, 1974 by payment of dues. JWL agreed to have terminals in place by October 1, 1975, if necessary, to be among the first libraries in the state on OCLC. JWL made its first "hit" on the OCLC terminal in November, 1975. Since that time JWL has cataloged hundreds of thousands of items using this system, which is also used by hundreds of other libraries in the state and thousands across the nation (including AUC, CUC, UC, SC, PUC and LLU). There are presently three terminals in the Technical Services Department devoted to the cataloging of incoming books and other materials.

As OCLC developed, JWL added many services as they became available. An acquisitions terminal was ordered on April 2, 1981, even before the acquisitions system was fully operational. The first book was ordered by this form of electronic mail in January, 1983.

JWL has been using the OCLC interlibrary loan subsystem since March, 1980. This system is used for loans to and from other OCLC libraries arranged through electronic mail. In August 1986, the Reference Department installed an OCLC terminal in the Reference Room to assist patrons and the Reference Department in verifying bibliographic citations and interlibrary loan.

For many years the Adventist Heritage Center has been collecting and filing obituaries from such periodicals as the Lake Union Herald and the Adventist Review. This process was replaced in May of 1983 by an online indexing system using a campus mainframe. In addition, this has become a cooperative project with other SDA college libraries, which will index other denominational papers using a local microcomputer and send the completed indexing on floppy disk to be uploaded into the master database.

Some use of word processing has been available to JWL staff through the use of the Sigma mainframes and the TXT program since 1979. At first staff members used a Diablo printer/terminal and modem to access a campus mainframe. This equipment was also used for the first bibliograhic searches of remote databases done for faculty and students. That service was begun in March, 1980.

In July, 1982, the Southwest Michigan Library Network made available the use of a Radio Shack TRS-80 Model II for the purpose of accessing the CLSI circulation system in use at Western Michigan University. It was agreed that this microcomputer would become the property of JWL after a five-year period during which JWL would maintain it. This machine has been seldom used to access CLSI, as there are other more

C.2

efficient means of interlibrary loan. It has been used primarily to replace the Diablo printer/terminal for word processing and bibliograhic searching.

The TMC also made use of this TRS-80 for a project designed to aid in locating uncataloged audiovisual items already on its shelves. In July of 1986 the SMLN offered another TRS-80 at an attractive price, and that machine is now used in the TMC for word processing and other uses.

Other microcomputers have been purchased over the last two or three years for use in the Seminary Library, the Library Director's office, and the circulation department for word processing and statistics and fine records. In November 1985, the Heath Company donated a Zenith microcomputer to the Reference Department for the purpose of running SIGI PLUS, an interactive software program for career guidance and information. This computer served double duty for several months by running the CD-ROM (compact disc read-only memory) machine purchased in the fall of 1986.

In FY 1987 the library purchased the following CD-ROM databases: Books in Print Plus, Electronic Encyclopedia , ERIC, and Dissertation Abstracts Ondisc. The library purchased an additional microcomputer in December 1986 for the exclusive use of CD-ROM.

APPENDIX D

THREE-WEEK BOOKS IN CIRCULATION ON MARCH 1, 1987
ANALYZED BY WHETHER OR NOT THE RECORDS FOR THESE BOOKS
ARE IN MACHINE-READABLE FORM

Table 1--Total number of books in circulation by class, and the percent of total circulation by class

Class	Total in that class	Percent of total circulation
A	41	0.4%
B-BQ	1000	9.6
BR-BX	3345	32.2
BR	309	3.0
BS	1142	11.0
BT	634	6.1
BV	858	8.3
BX	402	3.9
Total B	4345	41.8
C	96	0.9
D	609	5.9
E	146	1.4
F	79	0.8
G	140	1.3
H	1129	10.9
J	53	0.5
K	65	0.6
L	688	6.6
M	128	1.2
N	352	3.4
P-PQ	543	5.2
PR-PZ	400	3.8
TOTAL P	943	9.1
Q	490	4.7
R	440	4.2
S	56	0.5
T	343	3.3
U	52	0.5
V	3	-
W	126	1.2
Z	44	0.4
Dewey	24	0.2
TOTAL	10,392	

Table 2--Books in circulation by class, divided into those whose records are in machine-readable form, and those that are not

Class	In machine-readable form	Not in machine-readable form
A	34	7
B-BQ	534	466
BR-BX	1706	1639
BR	134	175
BS	579	563
BT	316	318
BV	513	345
BX	164	238
Total B	2240	2105
C*	91	5
D*	579	30
E*	139	7
F*	75	4
G*	133	7
H*	1073	56
J*	50	3
K	40	25
L	317	371
M	42	86
N	203	149
P-PQ	269	274
PR-PZ*	380	20
Total P	649	294
Q	249	241
R	341	99
S	37	19
T	222	121
U	36	16
V	1	2
W	64	62
Z	33	11
Dewey	-	24
TOTALS	6648	3744

*These classes have had the first phase of retroconversion completed--matching the JWL shelflist with existent OCLC records. The remaining retroconversion will require input of records. Using the circulation records alone it is not possible to determine exactly how many books in these classes are currently in machine-readable form. A conversion factor of 95% machine-readable was applied to these classes. Following is the list of these classes before the adjustment was made. The first number is machine-readable, the second is for those that are not. What it really shows is those books cataloged after November, 1975 and those cataloged before. C (43/53); D (218/391); E (64/82); F (33/46); G (80/60); H (710/419); J (24/29); PR-PZ (179/221).

D.2

Table 3--Percent of each class in machine-readable form

Class	In machine-readable form	Not in machine-readable form
A	82.9	17.1
B-BQ	53.4	46.6
BR-BX	51.0	49.0
BR	43.4	56.6
BS	50.7	49.3
BT	49.8	50.2
BV	59.8	40.2
BX	40.8	59.2
Total B	51.6	48.4
C*	95.0	5.0
D*	95.0	5.0
E*	95.0	5.0
F*	95.0	5.0
G*	95.0	5.0
H*	95.0	5.0
J*	95.0	5.0
K	61.5	38.5
L	46.1	53.9
M	32.8	67.2
N	57.7	42.3
P-PQ	49.5	50.5
PR-PZ*	95.0	5.0
Total P	68.8	31.2
Q	50.8	49.2
R	77.5	22.5
S	66.1	33.9
T	64.7	35.3
U	69.2	30.8
V	33.3	66.7
W	50.8	49.2
Z	75.0	25.0
Dewey	0.0	100.0
TOTALS	64.0	36.0

*See note on previous page.

Table 4--Non-machine-readable of each class as a percentage of total circulation

A	0.1
B-BQ	4.5
BR-BX	15.8
BR	1.7
BS	5.4
BT	3.1
BV	3.3
BX	2.3
Total B	20.3
C	-
D	0.3
E	0.1
F	-
G	0.1
H	0.5
J	-
K	0.2
L	3.6
M	0.8
N	1.4
P-PQ	2.6
PR-PZ	0.2
Total P	2.8
Q	2.3
R	1.0
S	0.2
T	1.2
U	0.2
V	-
W	0.6
Z	0.1
Dewey	0.2

Table 5--Non-machine-readable of each class as a percentage of the total non-machine-readable

A	0.2
B-BQ	12.3
BR-BX	43.2
BR	4.6
BS	14.8
BT	8.4
BV	9.1
BX	6.3
Total B	55.4
C	0.1
D	0.8
E	0.2
F	0.1
G	0.2
H	1.5
J	0.1
K	0.7
L	9.8
M	0.2
N	3.9
P-PQ	7.2
PR-PZ	0.5
Total P	7.7
Q	6.3
R	2.6
S	0.5
T	3.2
U	0.4
V	0.1
W	1.6
Z	0.3
Dewey	0.6

CONCLUSIONS

Although the primary purpose of this study was to examine circulation patterns to determine priorities in retroconversion, it was somewhat surprising to discover how much of library circulation is of materials acquired before 1976. Library literature indicates that usually a large percentage of circulation will be of materials published within the last five years. However, in this library over 45% of the books in circulation on March 1, 1987 were purchased by the library before 1976. This might indicate that many of the library's holdings are retaining their value for long periods, but it may also indicate weakness in recent acquisitions in certain subject areas (as noted elsewhere in this report), as patrons' use is limited to what we own. Classes with more circulation of pre-1976 material were BR, BT, BX, C, D, E, F, J, L, M, P and V.

This study clearly indicates which parts of the collection are circulating most heavily. The area of religion, philosophy and psychology (B classification) accounts for over 40% of the circulation (with religion alone accounting for 32.2%), followed distantly by the social sciences (which includes business, but not psychology) with 10.9 (H classification), language and literature with 9. 1% (P classification), history with 8.2% (C, D, E and F classifications), education with 6.6% (L classification), art and architecture with 5.2% (N classification), science with 4.7% (Q classification), and medicine and nursing with 4.2% (R classification). It should be noted that this is total library use use by LC classification, and not by academic department. For example, patrons in education and behavioral science use books in psychology (BF), patrons in education also use the social sciences (H), and users in religion use archaeology and history (C, D, E, and F) as well as language and literature (P).

The main conclusion of this study is that retroconversion must be finished or substantially so before an OPAC would very adequately serve the patrons of JWL. If only a small percentage circulated materials represented items whose records are not in machine-readable form, it might be acceptable to have an OPAC with only part of the library bibliographic records in machine-readable form. It is hard to see how that would be possible when over 40% of actually circulated items are not yet in machine-readable form. It is interesting to note that in some classes--BR, BT, BX, L, M, and W--half or more of the circulation represented books whose records are not yet in machine-readable form.

The other purpose of this study was to determine priorities for retroconversion. There is no doubt that retroconversion of the B classification must receive immediate and high priority. The total not in machine-readable form represents 48.4% of the circulated items in the B class, and in fact is almost 20% of the total library circulation. It also represents over half of the circulated items that are not in machine-readable form. Up until now, the library has

avoided doing this class because of its volume and complexity. This collection is the library's strongest collection, but it will represents more problems when doing retroconversion. An advantage of doing this retroconversion soon is that the richness of this collection will be available for other libraries to use through interlibrary loan. Until our holdings appear on OCLC, no one knows what we have! There must be no further delay.

Retroconversion of the B classification should be followed by the L classification. This should be followed by the Q, M and W classifications, because half or less of their circulation is now represented by machine-readable records.

The kinds of statistics laboriously collected on a Sunday morning item by item, and then statistically analyzed over several hours could be accomplished in a matter of seconds by an automated circulation system.

APPENDIX E

SPACE PLANNING--REFERENCE ROOM

As the library plans for its future space needs, it is obvious that the Seminary Library will need additional space in the immediate future. The only realistic source for such space is from the Reference Department, specifically the rear part of that department which is adjacent to the Seminary Library. The Seminary Library's use of that space, however, is contingent upon the ability of the Reference Department to fit its entire collection into the "front" Reference Room. It is possible to do this using a three-part strategy:

1. Weed the general reference collection, discarding books that have no current or historical value, and moving books with historical value but little current reference value to the stacks. This laborious process, which apparently has not been done in this library in many years (if ever) and is therefore a large task, has now begun and should be completed by the summer of 1988.

2. Move the K classification (law books) to the space formerly used by the architecture collection. These books will fit there, and there is room for future expansion. It will also make a pleasant location to consult law books, though it might create a small amount of confusion regarding the location of these books. They will not be re-cataloged in any way, though signs in the reference collection will point to their location out of LC sequence.

3. Add shelving to the "front" Reference Room. This would necessitate the relocation of the presidental pictures. The portraits of AU Presidents Rittenhouse and Hammill as now housed in the Reference Room greatly inhibit the greatest space utilization of that room.

While it is appropriate for the university to display the portraits of its former presidents, it would be unfortunate if the only location that could be found interferes with the space needs of the library. Other possible locations for the portraits are given below (although there would no doubt be other possibilities as well). It should be noted that the current space is very limited and does not allow for further expansion of this "collection." It might be well for the university to plan a space for a "gallery of presidents," and even include past EMC presidents, leaving room for future expansion.

1. In the library there are several places that might be considered: the Heritage Room is willing and anxious to have them, and would place them in their Reading Room; in the library stairwells; along the wall in the corridor leading to the E. G. White Research Center; along the corridor near the photocopy machines on the top floor; along the wall in the Reference Room where the General Pamphlet File is currently

housed (although moving that would be a large problem and create other space problems).

2. In Nethery Hall in the main stairwell--an appropriate location in an historic campus building. The light coming through the windows is particularly nice there.

3. In Bell Hall along the corridors. There are already prints along these walls, but an area could be designated for these pictures.

4. In the Board Room of the Administration Building.

5. In the Sutherland House, another appropriate historic location.

6. In the alumni building.

Current shelves in front portion of Reference Room:
(This does not include Career Information Center)

Short shelves	222
Under clock	21
To right of clock (wall)	42
Tall shelves	609
TOTAL	894

Two specific proposals about reference shelving are given below:

Added shelves to front portion of Reference Room (Option 1):

This option involves moving the presidential pictures so that shelving can be placed on that wall, and three double-sided rows of tall shelving placed in front of it. This would fill only the last "bay" next to the windows with tall shelves and would still allow outside light to enter the Reference Room. In addition, it would mean moving the two pinwheel carrels out of the low shelving (which could easily be done by rearrangement of carrels), and placing the low shelving where the two carrels are now. This would result in the addition of the following shelving:

Wall (presidental pictures)	42
3 double-sided rows of tall shelving	252
TOTAL	294

Added shelves in Referenc Room (Option 2):

This option involves moving the seating to the third of the room nearest the windows (thus keeping outside light), removing the short shelves, and placing double-sided tall shelves down the middle of the room. It also includes moving the presidential pictures to a more suitable location. This would result in the addition of the following shelving:

Wall (presidential pictures)	42
Under clock	14
8 double-sided rows of tall shelving	644
Remove short shelving	-222
TOTAL	478

TOTAL FRONT REFERENCE ROOM SHELVES WITH OPTION 1: 1188
TOTAL FRONT REFERENCE ROOM SHELVES WITH OPTION 2: 1372

Current (1/87) number of shelves being used (excluding CIC and K class) by the reference collection:

Weeded	108
Unweeded	789
TOTAL	906